THE RELATIONSHIP OF EXTRACURRICULAR ACTIVITY INVOLVEMENT TO I.Q., ACADEMIC ACHIEVEMENT, ATTENDANCE, AND DISCIPLINE REFERRALS AT A SELECTED MIDWESTERN HIGH SCHOOL

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by

Thomas D. Castle

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by

Thomas D. Castle

Approved by Committee:

James Halvorsen
Dr. James Halvorsen, Chair

Charles D. Rowley
Dr. Charles Rowley

Donald Adams
Dr. Donald Adams

W. Russell Abell
Dr. W. Russell Abell
Dean of the School of Graduate Studies

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An abstract of a Dissertation by
Thomas D. Castle
August 1986
Drake University
Advisor: Dr. James Halvorsen

The problem. This study was developed to examine and determine the relationship between involvement in extracurricular activities and the educational lives of students in a selected midwestern high school.

Procedure. Three hundred seventy-four graduating seniors from a selected midwestern high school completed the Fall Senior Information Sheet and the Spring Senior Information Sheet. These instruments gathered data relevant to activity involvement at the tenth, eleventh, and twelfth grades. Data relevant to I.Q. scores, academic achievement, attendance rates, and discipline referrals were gathered from available office records. The relationship between extracurricular activity involvement and I.Q. scores, academic achievement, attendance rates, and discipline referrals was statistically analyzed through the use of partial correlations.

Findings. One highly significant relationship between extracurricular activity involvement and academic achievement for participants was determined. The results indicated a significant relationship between extracurricular activity involvement and I.Q. as well as decreased discipline referrals for the participants. Although the results also indicated a significant relationship between extracurricular activity involvement and attendance rates, the relationship was not a particularly strong one. The study discovered that females are more involved in activities and maintain higher grade-point averages than do males. Males, however, have higher attendance rates and fewer discipline referrals.

Conclusion. There is a significant relationship between involvement in extracurricular activities and the educational lives of students in a selected midwestern high school.

Recommendations. Additional research is recommended concerning the relationship of participation in extracurricular activities and academic achievement in high school students. Further research should be conducted to determine why a greater percentage of students do not participate in extracurricular activities using larger and smaller populations selected from a variety of population bases.

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CHAPTER ONE

Introduction

Extracurricular activities have long played an important role in the total educational program in most high schools throughout the United States. These activities include those experiences not ordinarily identified with the traditional program of studies but authorized or sponsored by the school in an attempt to broaden student participation and learning by capitalizing on available human and physical resources.[1] The National Society for the Study of Education (NSEE) Evaluative Criteria stated that the student activities program is generally one means of supplementing those objectives that are not being adequately served by regular classroom instruction.[2]

Participation in these extracurricular activities has generated a considerable amount of discussion among educators, students, parents, and, most recently, political groups. Those individuals who are opposed to student participation in extracurricular activities most frequently

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[1]James M. Lipham and James A. Hoeh, Jr., The Principalship: Foundations and Functions (New York: Harper and Row, 1974), p. 270.

[2]James A. Vornberg et al., "Student Activities: What are the Problems Now?" The Clearing House, 55 (1982), 269.

point out the excessive amount of time as well as the expenses involved. Those critics suggest that the time saved could be better utilized in more academic pursuits. Proponents of student participation in extracurricular activities argue that the benefits derived from such participation outweigh the perceived disadvantages. These advocates point out the potential for improved student behavior, academic achievement, social skills, and self-concept.

The current educational climate, however, is characterized by decreased funding, staff reductions, and program cutbacks for the public schools. Areas which seemingly do not justify the expenditures have been quickly eliminated. Quite often the extracurricular activity programs are among the first to be considered unnecessary and thus expendable.

As legislative leaders voice opinions disdaining these activities and suggesting that the future of these programs be tied directly to local funding, schools continue to examine and evaluate extracurricular activity programs. Furthermore, concerns have been raised within the educational community regarding the impact of involvement in extracurricular activities on the total educational development of secondary students.

As educational directions are being formulated for the future and funding mechanisms re-written by state

legislatures, careful consideration must be given to the role of extracurricular programs in the total educational process. That extracurricular activities do, in fact, contribute to learning has been verified by many research findings as the single most common characteristic among successful people.[1] This study examined the extent of participation in extracurricular activities and the various relationships of that participation on a selected group of high school graduates.

Statement of the Problem

The basic question addressed in this study was: Is involvement in extracurricular activities related to the educational lives of high school students? The following questions were considered in order to analyze that impact.

1. Does involvement in extracurricular activities have a relationship to student Intelligence Quotient (I.Q.)?

2. Does involvement in extracurricular activities have a relationship to student academic achievement?

3. Does involvement in extracurricular activities have a relationship to daily attendance rates for participants?

4. Does involvement in extracurricular activities have a relationship to discipline referrals for participants?

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[1]Roy Mendez, "Extracurricular Activities in Today's School--Have We Gone Too Far?" NASSP Bulletin, 68 (1984), 60.

Statement of the Hypotheses

The null hypotheses tested in this study were:

1. There is no relationship between involvement in extracurricular activities and I.Q. scores of the participants.

2. There is no relationship between involvement in extracurricular activities and academic achievement of the participants.

3. There is no relationship between involvement in extracurricular activities and daily attendance rates of the participants.

4. There is no relationship between involvement in extracurricular activities and discipline referrals of the participants.

Significance of the Study

This study attempted to provide important information concerning the impact of involvement in extracurricular activities on academic achievement, attendance rates, and discipline referrals for secondary school students. Intelligence Quotient was added to examine a possible characteristic of those students involved in these activity programs.

The results of this study will assist educators and parents in properly guiding students in regard to extracurricular activities. Furthermore, the study provides pertinent data for school administrators and legislators at

a time when financial restraints are causing many in the academic community to question the value of these activities on the total educational program for students.

Definitions

Extracurricular activities--those programs which involve pursuits above and beyond the school day and which are funded and/or sanctioned by the local school district.

Intelligence Quotient--the measured level of intelligence of the members of the population as determined by the Otis Lennon Test.

Academic achievement--grade-point average earned, by semester and year, through grades ten, eleven, and twelve.

Discipline referrals--each incident of recorded disciplinary action, by semester and year, through grades ten, eleven, and twelve.

Attendance rates--the total number of school days in attendance for each member of the population, by semester and year, through grades ten, eleven, and twelve.

Limitations

1. This study concentrated on members of the 1985 graduating class from a selected high school. The results of this study may be applicable only to the institution involved in the research.

2. This study considered only the data relevant to the tenth, eleventh, and twelfth grades of the population. The

ninth grade was deliberately omitted from this study because the members of this particular population were more involved in exploratory participation rather than meaningful participation in the activity programs.

3. This study did not attempt to utilize any type of weighting system when considering the level of involvement in extracurricular activity programs.

Assumptions

1. It was assumed that all members of the population responded accurately and honestly to both the Fall and Spring Senior Information Sheets.

2. It was assumed that all data collected from the permanent records relevant to I.Q. scores, academic achievement, attendance rates, and discipline referrals had been recorded accurately and honestly.

Methodology

Fall and Spring Information Sheets distributed to the 1985 graduating class at Valley High School in West Des Moines, Iowa, identified extracurricular activity involvement as related to the population under study. Data pertaining to I.Q., academic achievement, attendance rates, and discipline referrals as related to the population were gathered from existing permanent record files. This study utilized correlational statistics to analyze the data.

Organization of the Study

Chapter One contains an introduction describing the specific circumstances which have created the problem, a statement of the problem, hypotheses to be tested, significance of the study, a statement of limitations and assumptions of the study, and a brief statement of methodology. Chapter Two provides a review of the literature as related to extracurricular activities at the high school level. Chapter Three describes the methods and procedures to be utilized in this study. Chapter Four presents the statistical analysis of the collected data. Chapter Five presents a summary of the findings, conclusions, and recommendations for further application and study.

CHAPTER TWO

Review of Related Literature

Introduction

Extracurricular activity programs have long been an important element in American education. A multitude of terms have been used to identify these programs, including extracurricular, co-curricular, semicurricular, the supplementary curriculum, the third curriculum, the other curriculum, school activities, and student activities. Robert Frederick identified student activities as those normally offered outside the school day, voluntarily engaged in by students, and supported by the school district.[1] The importance of such activity programs is unique to the American educational system. The NSSE Evaluation Criteria pointed out that the student activities program is generally the major means of fulfilling these objectives that are not adequately served by regular classroom instruction.[2]

This review of literature is written to provide a background of previous research relevant to this study. The purpose of this chapter is to broaden the understanding of student activities programs as they relate to this study.

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[1]Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, 1959), p. 6.

The review of related literature will be presented in the following six sections:

1. Literature Related to Historical Development of Student Activities Programs
2. Literature Related to Expansion and Types of Student Activities Programs
3. Literature related to Essentials and Objectives of Student Activities Programs
4. Literature Related to Motivation for Participation in Student Activities Programs
5. Literature Related to Values Received through Student Activities Programs
6. Literature Related to Impact of Student Activities Programs on Grade Point Average, Attendance Rates, and School Discipline.

Review of Literature

Literature Related to Historical Development of Student Activities Programs

A brief historical review indicates that student activities programs were important in early cultures. As indicated by McKown,

> Many of them [student activities] even in quite modern form were to be found in ancient schools. For example, athletics, music, oratorical competitions, student participation in government, clubs, debating, dramatics, special day celebrations, public programs, and honor awards

and societies were well established in Athens and Sparta.[1]

Extracurricular activities were also in evidence during the Homeric period as games, musical entertainment, dancing, and singing became popular. This era was characterized also by athletic competition which included boxing, wrestling, racing, archery, and chariot-racing.[2]

Archery, slinging, camping, riding, hunting, dancing, wrestling, and singing became the primary activities of the Platonic period, an era in history which was marked particularly by "gymnastics for the body and 'music' for the soul."[3]

Activities continued to flourish in the Helenistic period with the continuation of such exercises as riding, gymnastics, wrestling, and hunting. This period introduced such events as weapon training, swimming, throwing the discus and javelin, and boxing.[4]

According to Porter, student participation in sports and games continued throughout the Renaissance. These activities became an integral part of the total school

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[1]Harry C. McKown, Extra-Curricular Activities (New York: McMillan, 1952), p. 1.

[2]Jerry H. Robbins and Sterling B. Williams, Jr., Student Activities in the Innovative School (Minneapolis: Burgess, 1969), p. 3.

[3]Ibid.

[4]Ibid.

curriculum and continued to play a major role until the Period of Reformation.[1] At this point history began to experience a de-emphasis in these types of activities.

In more recent times the concept of a student activities program has undergone a series of changes. Roland Fraunce specifically identified three distinct eras in that process of development:

1. The initial stage was characterized as one of apathy, and, at times, opposition. Educational leaders virtually ignored and rejected student activities in favor of formal and disciplined in-school curriculum.

2. The second stage of the activity development movement found educators gaining a degree of passive acceptance of the programs.

3. The third and most significant stage found the educational leaders recognizing the activity programs as being important elements in the total educational program.[2]

This third stage was an especially important time period for the student activities programs. In 1917, Elbert K. Fretwell, often referred to as the "father of extracurricular activities," introduced the first course devoted to the study of such activities at Columbia

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[1]Robbins & Williams, p. 3.

[2]Roland C. Fraunce, "Extracurricular Activities," in Encyclopedia of Educational Research (New York: Macmillan, 1960), p. 508.

University.[1]

The student activities movement gained even greater credibility in 1918 when the Commission on the Reorganization of Secondary Education, established by the United States Bureau of Education, developed seven objectives or "Cardinal Principles" of secondary education: health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character.[2]

In 1926, the National Society for the Study of Education devoted Part II of its annual yearbook to a study of the student extracurricular activities programs. As a result of this study, educational leaders gained a greater incentive to incorporate such activities as dramatics, forensics, athletics, and student council into the regular school program.[3] Two years later the North Central Association of Colleges and Secondary Schools proposed that a thorough study of secondary education, including the student activities programs, be undertaken by the Office of Education.

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[1]Grace Grahm, "Student Activities--An Overview and a Rationale," NASSP Bulletin, 48 (1964), 4-5.

[2]William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: Ronald Press, 1971), pp. 71-72.

[3]Donald I. Wood, "Student Activities--A Hope or a Delusion?" NASSP Bulletin, 46 (1962), 202.

During the 1930's and the Depression Era, education was faced with serious economic obstacles as schools were closed, teaching staffs were depleted, salaries were held, and programs were cut. However, the level of student activities remained basically unchanged. During this time, activity programs began to become more closely aligned with the total program as such activities as speech, drama, debate, band, journalism, and chorus became integral units in the normal curriculum.

In the late 1950's, the American educational system was jolted by what was to become known as the "Sputnik" era. As this country examined its perceived weaknesses in science and mathematics in light of Soviet technological advances, the student activities programs remained unchanged. The immediate public awareness of its educational system and the resulting evaluation of the component programs solidified the value of the activity programs on the total growth of students.

From the 1960's through the 1980's, student activities programs have continued to play a significant role in the total educational process. A research project during that time reported that 70 percent of the students surveyed felt that participation in extracurricular activities was more important than earning high grades or even having a

car.[1] As student activities flourished as a means for student growth and peer social acceptance, the National Association for Secondary School Principals (NASSP) offered support through publications, training sessions, and leadership seminars. Today, the NASSP continues to endorse the educational potential of the student activities programs.

Literature Related to Expansion and Types of Student Activities Programs

Student activities programs have grown and been accepted as educationally sound elements of the total school program during the last century. Flourishing at a time when parents were urging their children to remain in school and out of the labor market, the activities programs became a mechanism to keep schools interesting for students. As urbanization channeled more and more rural students into the school system, several reasons were suggested for the growth and acceptance of extracurricular activities:

1. Parents enjoyed seeing their children perform.
2. Teachers enjoyed student activities more than the classroom.
3. Teachers received more reward for success in the student activities field than in academic work.

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[1]Ruth Long, Robert Buser, and Michael Jackson, Student Activities in the Seventies (Reston, VA: National Association of Secondary School Principals, 1977), p. 7.

4. Young people enjoyed the activities more than the academic work.

5. Student activities grew as the country and nation became more urban, resulting in fewer chores to keep kids busy.

6. Student activities grew because they filled the "boredom" of the small towns.

7. The student activities increased in popularity as more and more young people attended schools.[1]

Students have the opportunity to participate in a wide variety of pursuits associated with the activities programs. The various types of activities, their possible origin, date, and location are listed below:

1.0 Student Government

- 1.1 The Assembly, 1777, Public Latin School in Philadelphia.
- 1.2 Student participation, 1800, William Penn Charter School.
- 1.3 Student participation, 1821, English High School of Boston.
- 1.4 Student participation, 1834, The Mattabeeset and Duxbury Schools of Massachusetts.

2.0 Literary Activities

- 2.1 "Scenes of Entertainment," 1793, presented by the Concord, New Hampshire, school.
- 2.2 Exeter School organized a literary society in 1812.
- 2.3 In 1860, the Eucleia Debating Club was established in Worchester, Massachusetts.

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[1]Grahm, pp. 4-5.

2.4 Early news publications, generally developed through literary societies were:

2.41 The Students Gazette at William Penn Charter School, 1777.

2.42 Public Latin School newspaper, 1774-1777.

2.43 The Constellation and the Aspirant, of the Girls' High School of Portland, Maine, 1851-1863.

2.5 Early yearbooks include:

2.51 Hopkins Grammar School of New Haven, 1837.

2.52 The Plan, of the Phillips Exeter Academy, 1880.

2.53 The Meteor, of the Cheshire, Community School, 1882.

3.0 Music. There was some organized singing in the South and along the Eastern seaboard during the Colonial period. Orchestras made their appearance around 1880. School bands began to appear about 1900.

4.0 Societies. Some of the early societies were:

4.1 Phi Beta Kappa at William and Mary in 1776.

4.2 The Golden Branch, a secret society at Exeter in 1818.

4.3 Sigma Phi at the High School in Hartford, 1859.

5.0 Sports and Games. Some of the activities, basically an off-shoot of English schools, included:

5.1 Swimming, running, leaping and wrestling at Franklin's Academy.

5.2 Football and some bat and ball games at Exeter.

5.3 Various games and sports at Central High in Philadelphia.

5.4 A baseball game between Exeter and Andonen in 1859.

5.5 A football game between the same two schools in 1878.

Cheerleading began in the colleges about 1870 and followed shortly after in the high schools.[1]

Literature Related to Essentials and Objectives of Student Activities Programs

A school's objectives cannot be fully realized without an extracurricular activities program. Such a program should be designed to complement the regular academic courses and be an integral part of the total educational offerings. The leisure, recreational, social, and emotional needs of students may best be fulfilled through participation in an effective activities program. Elbert K. Fretwell suggested the following "Seven Sign Posts" of student activities:

1. The school shall develop a constructive program of extracurricular activities.
2. The constructive plan of extracurricular activities shall grow out of the life of the school.
3. The constructive plan shall recognize that the pupil is a citizen of the school.
4. The teacher shall accept the responsibility of developing the school's extracurricular activities.

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[1]Robbins and Williams, pp. 6-7.

5. Extracurricular activities shall be supervised by school officials.

6. Intelligent public opinion shall be developed.

7. The principal shall be the ultimate authority and is responsible for the student activities program.[1]

Extracurricular activities have served many functions since their inception. Although many researchers have provided effective and comprehensive summaries of these functions, the most thorough listing was presented by Miller, Moyer, and Patrick in 1956:

Contributions to Students:

1. to provide opportunities for the pursuit of established interests and the development of new interests

2. to educate for citizenship through experiences and insights that stress leadership, fellowship, cooperation, and independent action

3. to develop school spirit and morale

4. to provide opportunities for satisfying the gregarious urge of children and youth

5. to encourage moral and spiritual development

6. to strengthen the mental and physical health of students

7. To provide for well-rounded social development of students

8. to widen student contacts

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[1]Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools (Boston: Houghton Mifflin, 1931), pp. 12-19.

9. to provide opportunities for students to exercise their creative capacities more fully

Contributions to Curriculum Improvement:

1. to supplement or enrich classroom experiences

2. to explore new learning experiences which may ultimately be incorporated into the curriculum

3. to provide additional opportunity for individual and group guidance

4. to motivate classroom instruction

Contributions to More Effective School Administration:

1. to foster more effective teamwork among students, faculty, and administrative and supervisory personnel

2. to integrate more closely the several divisions of the school system

3. to provide fewer restricted opportunities designed to assist youth in the worthwhile utilization of their spare time

4. to enable teachers to better understand the forces that motivate pupils to react as they do to many of the problematic situations with which they are confronted.

Contributions to the Community:

1. to promote better school and community relations

2. to encourage greater community interest in and support of the school.[1]

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[1]F. A. Miller, J. H. Moyer, and R. B. Patrick, Planning Student Activities (Englewood Cliffs, NJ: Prentice-Hall, 1956), pp. 102-103.

Literature Related to Motivation for Participation in Student Activities Programs

Although the objectives have been clearly established for a variety of activity programs which have been identified as integral units in the total educational process, the student is still given the option of whether or not to participate. Students choose to participate in these extracurricular activities for a variety of reasons. In 1973, a study was conducted among 2,000 secondary students in Illinois. Students were directed to place in rank order eighteen possible reasons for participation in extracurricular activity programs. The rank order with percent rating "extremely" or "highly" important was:

1.	for fun and personal enjoyment	86%
2.	for personal achievement	81%
3.	as an outlet for individual needs and special interests	68%
4.	to broaden personal and social contacts	64%
5.	to achieve popularity and social status	54%
6.	to explore experiences not available in regular school program	53%
7.	because friends participate	49%
8.	to develop leadership activities	49%
9.	to earn awards, letter, prizes	47%
10.	to prepare for a vocation	47%
11.	to please parents family	42%

12.	to prepare to become more effective citizens	40%
13.	to participate in the identification and solution of school problems	33%
14.	to serve the school	32%
15.	to supplement and enrich the classroom	31%
16.	to improve relations with teachers and administrators	27%
17.	to get picture in the yearbook	21%
18.	because teachers expect it[1]	8%

Two years later the National Association of Secondary School Principals expanded the Illinois study to 2,500 randomly selected students throughout the country. These students were also asked to rank order the same list of reasons for their participation in extracurricular activities. The priority rankings of the national survey were very similar to the Illinois study but the percentages were higher:

1.	for personal achievement	97%
2.	for fun and personal enjoyment	95%
3.	to have an outlet for individual needs and interests	95%
4.	for experiences not available in the regular school program	92%
5.	to broaden personal and social contacts	91%

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[1]Robert L. Buser and Ruth T. Long, "Student Activities: Why Students Do/Do Not Participate," NASSP Newsletter, 58 (1974), 16-17.

6.	to develop leadership abilities	91%
7.	to earn awards, letters, prizes	90%
8.	to please parents	86%
9.	to become a more effective citizen	86%
10.	to achieve popularity and status	85%
11.	to help solve school problems	84%
12.	to prepare for a vocation	84%
13.	to serve the school	83%
14.	to supplement or enrich classroom experiences	81%
15.	because friends participate	80%
16.	to improve relations with teachers	80%
17.	to get picture in the yearbook	56%
18.	because teachers expect it.[1]	48%

A 1985 survey, sponsored by the National Federation of State High School Associations, polled nearly 7,000 high school students throughout the United States. The survey, conducted by Indiana University in cooperation with the National Association of Secondary School Principals, indicated that a majority of those students participating in extracurricular activity programs felt that those activities played a very important part in their education. Furthermore, 63 percent indicated that these activities

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[1]Buser and Long, "Student Activities: Why Students Do/Do Not Participate," pp. 17-18.

contributed a great deal to school spirit.[1] Finally, 65 percent said that participation in extracurricular activities actually helped to make high school a much more enjoyable experience.[2]

A group of high school principals, surveyed in the same poll, affirmed the opinions of the students. Ninety-five percent believed that participation in activities teaches valuable lessons to students that cannot be learned in the regular classroom routine.[3] Ninety-five percent of the principals agreed that participation in activities promotes citizenship, and 95 percent stated that activities programs contribute to the development of school spirit among the members of the student body.[4]

Many students are, however, unable to participate in any type of extracurricular activities. Among the restrictions to participation are fees, grade-point average, sex, age, marital status, scheduling, requirements of state activity associations, and domination by cliques in the

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[1]National Federation of State High School Associations, "The Case for High School Activities," National Federation News, (March 1986), 5.

[2]Ibid.

[3]Ibid.

[4]Ibid.

school.[1] A study conducted in 1976 offered the following reasons for non-participation in extracurricular activities:

1.	jobs outside of school	89%
2.	activities scheduled after school	84%
3.	irrelevant activities	83%
4.	not selected for the activity	77%
5.	activities controlled by cliques	77%
6.	grades are too low	76%
7.	unaware of activities available	72%
8.	activities are teacher dominated	71%
9.	costs too much	70%
10.	parents disapprove	70%
11.	sponsors not interested	70%
12.	not offered for their sex	53%
13.	not the "in thing"[2]	47%

A random sampling of high school students in Arkansas, Kansas, Missouri, Oklahoma, and Texas gave a further indication of why many do not participate in extracurricular activities. The reasons cited for non-participation include:

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[1]Michael Jackson, "Do We Have a Choice?" NASSP Bulletin, 59 (1975), 118.

[2]Ronald E. Gholson, "An Analysis of Student, Sponsor,, and Administrator Perceptions of Relevant Issues in Student Activities from Selected Secondary Schools of the Nation," Diss. Southern Illinois University, 1976, p.

1.	not relevant to needs or interests	76.7%
2.	took up time from school work	47.2%
3.	scheduled during work	38.1%
4.	not selected or elected	27.3%
5.	controlled by social groups	26.1%
6.	not prompted by sponsors	21.0%
7.	involved sponsors who play favorites	15.9%
8.	not advertised	14.8%
9.	costs too much	13.1%
10.	required transportation	11.9%
11.	not "in thing" to do	10.8%
12.	not available to a particular sex	8.0%
13.	dominated by teachers	7.4%
14.	too many membership rules	6.8%
15.	disliked by parents	6.8%
16.	biased or prejudiced	6.3%
17.	no voice in activities[1]	4.0%

Literature Related to Values Received Through Student Activities Programs

Certainly there are many who seriously question the value of student activities programs. Critics of extracurricular activities cite such areas as increased

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[1]Vornberg, "Student Activities: What are the Problems Now?" p. 263.

expenses, time away from academic, and decreased participation of students and instructors. Those who support the value of activities programs suggest that they represent an untapped source of energy, of problem solvers, service providers, humanitarian advocates, and life savers.[1]

Student activities have often been described in terms of linking students with common interests and meeting their social needs. Activity programs promote such values as good citizenship, sportsmanship, cooperation, and character. In essence, activities reinforce the established structure and values of the educational system.[2] Furthermore, an activity is a small-scale democracy, inculcating in its members the fundamental norms and values of the larger society.[3]

Activity programs play a vital role in making education a meaningful and well-rounded experience for students. Two studies indicate that active participation in student activities are predictors of adult and professional success. To predict success in adults, American College Test researchers arrived at the conclusion that the only

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[1]Linda Mathes, "Student Activities - Who Needs Them? The Community, That's Who!" Catalyst for Change, 8 (1979), 16.

[2]Pamela G. Erwin, "The Value of Activities Programs," Interscholastic Athletic Administration, Fall, 1979, 6.

[3]Robert C. Serow, "The High School Extracurriculum: Cui Bono?" NASSP Bulletin, 63 (1979), 90.

factor which proved at all valuable in predicting adult success was participation in the extracurricular activities.[1] A similar Scholastic Aptitude Test study revealed that students with strong hobbies, operating their own businesses or active in extracurricular activities predicted adult and professional success and creativity better than SAT scores.[2]

Certainly one of the primary values of activities programs is the vital role of making education a meaningful and well-rounded experience for students. Those individuals expressing high aspirations for post-high school education or training are generally the greatest participators in extra- and co-curricular activities. Activities programs keep those who participate in them occupied, interested, fascinated, and engaged in wholesome activities. Those same individuals could just as easily have been engaged in acts of delinquency, vandalism, and substance abuse. The activities programs serve as deterrents to negative conduct on the part of the participants. Juvenile Judge Matt Railey, presiding judge in El Paso County, stated the following in an article in the Colorado Springs Gazette:

> My clear impression is that juveniles or adults who were in organized athletics at the high school

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[1]Max E. Matson, "The Student Activities Program: 'Co-' or 'Extra-' Curricular?" Catalyst for Change, 8 (1979), 4.

[2]Ibid.

> level . . . you don't see many of them in the courtroom. In athletics the kids are subjected to discipline, as opposed to the child who is not in athletics. The experience of learning to work together, the discipline and the learning how to sit on the bench helps to keep the kids out of trouble.[1]

Literature Related to Impact of Student Activities Programs on Grade Point Average, Attendance Rates, and School Discipline

As activities programs continue to expand and more students become actively involved in participation, questions are raised concerning the impact of this participation on grade-point average, attendance rates, and disciplinary problems.

Several studies have been conducted to examine the relationship of participation in extracurricular activities and the effects on grade-point average and academic achievement. R. W. Frederick reviewed studies in this area as far back as the 1920's and 1930's. His literature review in The Third Curriculum concluded that students who were most active in the extracurricular activities also scored the highest in academic achievement. Participation in such extracurricular activities resulted in no negative effects.[2]

Eidsome, Bourgon, and Wertz conducted studies to

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[1]National Federation of State High School Associations, p. 5.

[2]Frederick, pp. 111-12.

determine the relationship between activity participation and academic achievement.[1] Each study produced virtually the same results. Those students who were most actively involved in the activities programs were also likely to achieve the highest academic success. All three studies concluded that participators did better academically than did those who did not participate in student activities. A number of more recent studies have found significant relationships between participation in high school student activities and academic achievement.[2]

A study by the Minnesota State High School League, one which involved more than 300 high schools throughout the state, determined that the average student earned a grade-point average of 2.68 (on a 4.0 scale). The grade-point average of student-athletes was 2.84, while fine arts students (those active in speech, drama, music, and debate) earned an average of 2.98.[3]

A similar study was conducted by the Iowa High School

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[1]R. M. Eidsome, "High School Athletes are Brighter," School Activities, 35 (1963), 75-77; J. K. Bourgon, "Which Students are Active?" School Activities, 38 (1967), 15; C. E. Wertz, "The Many Faces of Intelligence," National Merit Scholarship Corporation Research Reports, 2 (1965), 1-12.

[2]Joseph S. Yarworth and William J. Gautheir, Jr., "Relationship of Student Self-Concept and Selected Personal Variables to Participation in School Activities," Journal of Educational Psychology, 70 (1978), 336.

[3]National Federation of State High School Associations, p. 2.

Athletic Association. Students who do not participate in sports averaged 2.39 on a 4.0 grade scale. Those who are active in one sport average 2.61 while those individuals involved in two sports average 2.82.[1]

The North Dakota High School Activities Association surveyed thirty schools to more fully understand the relationship of participation in student activities and academic achievement. The study revealed that the grade-point average for students in activities was 3.32 (on a 4.0 scale) while nonparticipants averaged 2.48.[2]

A survey conducted for the National Federation of State High School Associations by Indiana University indicated that students participating in a number of activities achieve better academically. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a grade-point average of 2.54 for "low activity" students.[3]

Similar research has indicated a positive relationship between participation in extracurricular activities and attendance rates of those involved in the programs. The Minnesota study indicated the average student was absent 8.76 days a year. Athletes were absent even less--7.44 days

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[1]National Federation of State High School Associations, p. 2.

[2]Ibid.

[3]Ibid., p. 5.

a year. Fine arts participants were absent only 6.94 days each year.[1] The North Dakota study showed that participants in extracurricular activity programs missed an average of 4.9 days of school, of which 0.7 was for the activity participation. Nonparticipants generally missed about 10.8 days per year.[2]

In February, 1979, the National Federation surveyed fourteen selected school districts in seven sections of the country. The study found that only 4 percent (102 of 2,547 dropouts) were involved in activities programs. In other words 96 percent of the dropouts in the twenty-four schools surveyed were not participating in high school activities programs. Seven of the twenty-four schools (29 percent) reported that none of their dropouts were activities participants.[3]

A report by the Kansas State High School Activities Association revealed that out of 7,098 students who dropped out of school during a one-year period, only about 6 percent were involved in activities programs. Ninety-four percent of the dropouts in Kansas were not enrolled in any type of

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[1]National Federation of State High School Associations, p. 2.

[2]Ibid.

[3]Erwin, p. 6.

activities programs.[1]

The Board of Education for New York City authorized an increase of two million dollars for interscholastic activities for the 1985-1986 school year. Jack Kriegsman, supervisor of the New York City Public Schools Athletic League, said the increase was a result of "realizing the values of extracurricular activities in lowering the 'drop-out' rate" and the discovery of "the impact of athletics on the school-wide substance-abuse problem."[2]

Finally, a study authorized by the Utah State Board of Education verified that participation in activities helps students have a better attitude. In the study, parents, students, teachers and administrators agreed that being part of such activities serves not only as an incentive to do well in academic work, but it also relieves tension and increases self-confidence.[3]

Summary

The related literature which has been reviewed and presented in this chapter has provided a means for understanding the concept of extracurricular activity programs. It has provided a summary of the historical development as well as the values and objectives to be

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[1]National Federation of State High School Associations, p. 5.

[2]Ibid., p. 3.

[3]Ibid.

gained from such activity programs. Finally, available research germane to the impact of the student activity programs on grade-point average, attendance rates, and school discipline has been presented.

At a time when financial revenues are quite limited and many school districts are considering reducing or totally eliminating extracurricular activity programs as a budget-saving mechanism, a limited amount of current research is available to verify the value of these programs on the educational development of the participants. The literature reviewed and presented in this chapter has provided a basis for this research to be developed.

CHAPTER THREE

Research Methods, Instrumentation, and Procedures

The primary purpose of this research was to determine whether a relationship existed between extracurricular activity involvement and intelligence quotient (I.Q.), academic achievement, attendance, and discipline referrals at a selected midwestern high school. Chapter Three includes information relevant to the research methods and procedures which were utilized in this study. Explanations are presented pertinent to the instrument used in this study, the population which was surveyed, and the systematic method of data collection. The statistical hypotheses are stated and the procedures used for analysis of the data are examined.

Description of the Population

The population of this study is defined as the 374 graduating seniors in the class of 1985 who completed grades ten, eleven, and twelve at a midwestern high school. The entire population is utilized in the study and no sample is drawn. Table 1 gives a breakdown of the number of males and females represented in the research data.

Table 1

Gender of Target Population
(May 1985)

	Graduating Seniors
Total Females	203
Total Males	171
Total	374

The Instrument

Two survey instruments were administered in this study. Both instruments were designed to determine, among several other variables, the extent of individual participation in extracurricular activities. Both survey instruments were completed by all members of the 1985 graduating class and thus were also completed by all members of the population participating in this study. A copy of the Fall Senior Information Sheet is contained in Appendix A. The Spring Senior Information Sheet is contained in Appendix B. All remaining data relevant to this study were obtained from available office records pertinent to each member of the population.

Collection of the Data

Permission was first asked of the superintendent of the cooperating school district in order that the graduating

class of 1985 might be utilized as the population for this study. Permission was also obtained from the building principal and assistant principals in order to gather pertinent data relating to the population. The administration and organization were assured that complete anonymity of names and records would be maintained.

For the purpose of this study, data relevant to the population were collected through the cooperation of the administrative staff, guidance department, and office of the registrar at the participating high school.

Extracurricular Activity Involvement

In September of the 1984-1985 academic school year, all members of the population were asked to respond to the Fall Senior Information Sheet (Appendix A). That survey directs each respondent to identify all extracurricular activities in which he or she has been involved while in high school, any offices held during that participation, and the grade level achieved during participation in the activities. Table 2 illustrates the percentage of Fall Senior Information Sheets which were distributed and returned.

Table 2

Fall Senior Information Sheets Returned

Number of Sheets Distributed	Number of Sheets Returned	Percentage of Return
374	374	100.0

In May of 1985, during the final weeks prior to graduation, all members of the population were asked to respond to the Spring Senior Information Sheet (Appendix B). This survey added validity to the previous instrument results and allowed for the accurate reporting of all extracurricular activity involvement during the senior year. Table 3 illustrates the percentage of Spring Senior Information Sheets which were distributed and returned.

Table 3

Spring Senior Information Sheets Returned

Number of Sheets Distributed	Number of Sheets Returned	Percentage of Return
374	374	100.0

Distribution and collection of both the Fall and Senior Information Sheets was facilitated through the cooperation of the high school guidance department. Counselors

contacted the individual students to be certain that all information sheets were completed accurately and submitted in a timely manner.

Intelligence Quotient

Members of the population had previously been administered the Otis-Lennon Intelligence Test to measure I.Q. Those scores are maintained in individual student records. The scores were gathered from permanent records and all such scores will be kept absolutely confidential.

Academic Achievement

Grade-point averages to reflect academic achievement for each member of the population were obtained from individual records maintained in the office of the registrar at the participating high school. These include averages by semester and academic year as well as cumulative grade-point averages based on a 4.0 scale. All data will be kept confidential.

Attendance Rates

A record of attendance in school for each member of the population was attained from individual permanent records which are maintained in the office of the registrar. The records indicate the number of school days present by semester and academic year based on a possible 180 school days per year. All data will be kept absolutely confidential.

Discipline Referrals

A record of all incidents involving disciplinary action administered to each member of the population was attained from files available in the office of the assistant principal. These records chart each incident involving discipline measures as well as the date of each referral. A copy of the discipline file is contained in Appendix C. All data will be kept confidential.

All data collected relevant to extracurricular activity involvement, I.Q., academic achievement, attendance rates, and discipline referrals for the participants in this study were charted and are contained in Appendix C.

Statistical Hypotheses

The statement of the general problem is: Is participation in high school extracurricular activity programs related to I.Q., academic achievement, attendance rates, and discipline referrals for the participants?

Four hypotheses were generated for statistical treatment relating to participation in high school extracurricular activity programs.

Hypothesis 1. There is no relationship between involvement in extracurricular activities at the high school level and student I.Q.

Hypothesis 2. There is no relationship between involvement in extracurricular

activities and academic achievement of the participants.

Hypothesis 3. There is no relationship between involvement in extracurricular activities and daily attendance rates of the participants.

Hypothesis 4. There is no relationship between involvement in extracurricular activities and discipline referrals of the participants.

Treatment of the Data

Data collected from the Fall Senior Information Sheet, Spring Senior Information Sheet, and relevant office records were entered into a computer file. The identity of each research respondent remained confidential as each respondent was identified only numerically. Specifically, the information utilized on the computer file for further analysis was:

1. Individual research respondent number
2. Sex--male, female
3. I.Q. score
4. Tenth grade data
    a. Number of activities
    b. Number of days present
    c. Number of discipline referrals
    d. Grade point average

5. Eleventh grade data
    a. Number of activities
    b. Number of days present
    c. Number of discipline referrals
    d. Grade point average
6. Twelfth grade data
    a. Number of activities
    b. Number of days present
    c. Number of discipline referrals
    d. Grade point average

The total number of research respondents was 374. The data were organized in a manner that would be useable for statistical application. The Standard Statistical Package for the Social Sciences (SPSSX) was used for all statistical applications.

Frequency distributions were obtained for each of the above categories in addition to making the appropriate statistical analysis to test each of the hypotheses. Correlational coefficients were determined to test the four hypotheses by using the Pearson Product Moment Coefficient. As in most exploratory studies of this nature the .05 level of significance was set as appropriate for testing each of the hypotheses. In the tables and the discussion, the actual significance level of the statistic is presented.

The first partial correlation was computed comparing

the respondents' level of extracurricular activity involvement with the recorded I.Q. scores. The findings from this correlation were used to determine if the following hypothesis is accepted or rejected within the limits of this study:

1. There is no relationship between involvement in extracurricular activities and I.Q. scores of the participants.

The second partial correlation was computed comparing the respondents' level of extracurricular activity involvement with academic achievement as determined by grade point averages. The findings from this correlation were used to determine if the following hypothesis should be accepted or rejected within the limits of this study:

1. There is no relationship between involvement in extracurricular activities and academic achievement of the participants.

The third partial correlation was computed comparing the respondents' level of extracurricular activity involvement with the daily attendance rates of the participants. The findings from this correlation are used to determine if the following hypothesis is accepted or rejected within the limits of this study:

1. There is no relationship between involvement in extracurricular activities and daily attendance rates of the participants.

The fourth partial correlation was computed comparing the respondents' level of extracurricular activity involvement with the number of discipline referrals for the participants. The findings from this correlation were used to determine if the following hypothesis should be accepted or rejected within the limits of this study:

1. There is no relationship between involvement in extracurricular activities and discipline referrals of the participants.

CHAPTER FOUR

Analysis of the Data

This study investigated the relationship between student participation in high school extracurricular activities and intelligence quotient, academic achievement, daily attendance rates, and discipline referrals. Data collected from the Fall Senior Information Sheet and the Spring Senior Information Sheet provided a means to determine if each of the four hypotheses were supported within the guidelines of this study. This chapter presents the results of the data analysis.

A total of 374 graduating seniors from a selected midwestern high school were directed to complete both research instruments. These instruments provided an account of the levels of extracurricular activity participation for all members of the population. Data relevant to I.Q. scores, academic achievement, daily attendance rates, and discipline referrals were collected from available permanent office records.

The data were collected and analyzed to determine if each of the four hypotheses would be accepted or rejected within the guidelines of this study. The four hypotheses are:

1. There is no relationship between involvement in extracurricular activities and I.Q. scores of the participants.
2. There is no relationship between involvement in extracurricular activities and academic achievement of the participants.
3. There is no relationship between involvement in extracurricular activities and daily attendance rates of the participants.
4. There is no relationship between involvement in extracurricular activities and discipline referrals of the participants.

Table 4 is a frequency distribution of participation in extracurricular activities by all members of the population at the tenth grade level. The table provides information concerning the level of participation for females and males. The findings presented in Table 4 identify the mean score of the total population participation in extracurricular activities, 1.700. The table reflects the extremes of participation, with 101 students or 27 percent of the total population involved in no activities and nineteen students or 5.1 percent of the total population involved in five or more activities. Females demonstrated a greater degree of involvement with a mean score of 1.877 compared to the male mean score of 1.524.

Table 4

Frequency of Activity Participation
(Tenth Grade)

	Females		Males		Total Population	
Activities	Cases	Percent	Cases	Percent	Cases	Percent
0	49	24.1	52	30.4	101	27.0
1	38	18.7	45	26.3	83	22.2
2	51	25.1	34	19.9	85	22.7
3	33	16.3	22	12.9	55	14.7
4	22	10.8	9	5.3	31	8.3
5	7	3.4	5	2.9	12	3.2
6	2	1.0	2	1.2	4	1.1
7 or more	1	0.5	2	1.2	3	0.8
Total	203		171		374	

Female Mean: 1.877 Activities
Male Mean: 1.524 Activities
Total Population Mean: 1.716 Activities

Table 5 is a frequency distribution of participation in extracurricular activities by all members of the population at the eleventh grade level. The table provides information concerning the level of participation for females and males. The findings presented in Table 5 identify the mean score of the total population participation in extracurricular activities, 1.665. The table reflects the

extremes of participation, with 114 students or 30.5 percent of the total population involved in no activities. This represents an increase of thirteen non-participating students, up 3.5 percent from the previous year. Twenty-eight students or 7.4 percent of the total population are involved in five or more activities, an increase of 2.3 percent or nine students from the previous year. The female participation mean score increased to 1.926 while the male mean score dropped to 1.404.

Table 6 is a frequency distribution of participation in extracurricular activities by all members of the population at the twelfth grade level. The table provides information concerning the level of participation for females and males. The findings presented in Table 6 identify the mean score of the total population participation in extracurricular activities, 1.529. The table reflects the extremes of participation, with 107 students or 28.6 percent of the total population involved in no activities. This represents a decrease of seven non-participating students, down 1.9 percent from the previous year. Twenty students or 5.4 percent of the total population are involved in five or more activities, a decrease of 2 percent or eight students from the previous year. The female participation mean score showed a significant decrease, 1.631, while the male mean score rose slightly to 1.427.

Table 5

Frequency of Activity Participation
(Eleventh Grade)

	Females		Males		Total Population	
Activities	Cases	Percent	Cases	Percent	Cases	Percent
0	57	28.1	58	33.3	114	30.5
1	39	19.2	50	29.2	89	23.8
2	40	19.7	35	20.5	75	20.1
3	23	11.3	11	6.4	34	9.1
4	27	13.3	7	4.1	34	9.1
5	9	4.4	8	4.7	17	4.5
6	6	3.0	2	1.2	8	2.1
7 or more	2	1.0	1	0.6	3	0.8
Total	203		171		374	

Female Mean: 1.926 Activities
Male Mean: 1.404 Activities
Total Population Mean: 1.665 Activities

Table 6

Frequency of Activity Participation
(Twelfth Grade)

	Females		Males		Total Population	
Activities	Cases	Percent	Cases	Percent	Cases	Percent
0	48	23.6	59	34.5	107	28.6
1	73	36.0	49	28.7	122	32.6
2	30	14.8	28	16.4	58	15.5
3	26	12.8	15	8.8	41	11.0
4	15	7.4	11	6.4	26	7.0
5	7	3.4	6	3.5	13	3.5
6	3	1.5	1	0.6	4	1.1
7 or more	1	0.5	2	1.2	3	0.8
Total	203		171		374	

Female Mean: 1.631 Activities
Male Mean: 1.427 Activities
Total Population Mean: 1.529 Activities

The first question addressed in this study is whether or not participation in extracurricular activities has a relationship with student I.Q. as scored by the Otis-Lennon Intelligence Test. Table 7 is a frequency distribution of I.Q. scores for 235 members of the total population for which data were available. Intelligence Quotient scores of seventy-seven females and sixty-two males were not available

for analysis. The table provides information concerning the I.Q. scores for females and males, with the scores ranging from a low of 81 to a high of 150. The table is arranged in intervals of five. The findings presented in Table 7 identify the mean I.Q. score of the total population, 114.449. Females fell below with an I.Q. mean of 114.127 while the male mean score was higher at 114.818.

Table 8 provides information concerning the relationship of student activity involvement with I.Q. scores. The table describes data for both the female and male populations. The I.Q. scores are presented in intervals of five while the activities are presented as the average yearly involvement. The data indicate that involvement in extracurricular activities increases proportionally with I.Q. scores. Two females scoring in the 81-85 I.Q. range showed no activity involvement while two males in the same range averaged only 0.65. Eighteen females in the 106-110 I.Q. range averaged 1.70 activities yearly while fifteen males in the same range averaged 1.63 activities yearly. Fourteen females and eleven males in the 126-130 I.Q. range averaged 2.47 and 2.06 activities yearly, respectively.

Table 7

Frequency of Intelligence Quotient

	Females		Males		Total Population	
I.Q. Value	Cases	Percent	Cases	Percent	Cases	Percent
81-85	2	1.0	2	1.2	4	1.1
86-90	1	0.5	2	1.2	3	0.8
91-95	3	1.5	8	4.8	11	2.9
96-100	12	6.0	5	3.0	17	4.6
101-105	12	6.00	13	7.5	25	6.6
106-110	18	9.0	15	8.8	33	8.8
111-115	23	11.5	10	6.0	33	8.8
116-120	14	7.0	17	10.0	31	8.3
121-125	16	8.0	16	9.4	32	8.5
126-130	14	7.0	11	6.5	25	6.6
131-135	8	4.0	5	3.0	13	3.4
136-140	1	0.5	2	1.2	3	0.8
141-145	1	0.5	1	0.6	2	0.6
146-150	1	0.5	2	1.2	3	0.8
N.A.	77	37.0	62	35.6	139	37.4
Total	203	100.0	171	100.0	374	100.0

Female Mean: 114.127 I.Q. Score
Male Mean: 114.818 I.Q. Score
Total Population Mean: 114.449 I.Q. Score

Table 8

Activity Participation and Intelligence Quotient
(Frequency Comparisons)

	Females		Males		Total Population	
I.Q. Value	Cases	Activity Per Year	Cases	Activity Per Year	Cases	Activity Per Year
81-85	2	0.00	2	0.65	4	0.33
86-90	1	1.70	2	2.00	3	1.85
91-95	3	0.77	8	0.34	11	1.11
96-100	12	1.75	5	0.46	17	1.11
101-105	12	1.42	13	1.28	25	1.35
106-110	18	1.70	15	1.63	33	1.67
111-115	23	2.13	10	1.00	33	1.57
116-120	14	2.07	17	1.59	31	1.83
121-125	16	2.34	16	1.85	32	2.10
126-130	14	2.47	11	2.06	25	2.27
131-135	8	2.96	5	1.66	13	2.31
136-140	1	5.00	2	4.00	3	4.50
141-145	1	3.00	1	3.30	2	3.15
146-150	1	2.00	2	2.70	3	2.35
N.A.	77		62		139	
Total	203		171		374	

The findings from Table 7 consider the frequency of I.Q. scores for the female and male populations. The findings from Table 8 present the relationship between extracurricular activity involvement and I.Q. scores for both the female and male populations. A Pearson Product Moment correlation was computed to statistically determine the relationship between extracurricular activities and I.Q. The findings from this correlation were used to determine if the following hypothesis is accepted or rejected within the limits of the study:

1. There is no relationship between involvement in extracurricular activities and I.Q. scores of the participants.

Table 9 presents the data indicating the relationship between extracurricular activity participation and I.Q. scores. The correlation for the 235 members of the population is .3603. The probability of the correlation coefficient is reported as less than .000. Since the correlation coefficient reported in Table 9 has a probability less than 0.01, the researcher concludes there is a significant relationship between extracurricular activity involvement and I.Q. scores of the participants. Therefore, the initial hypothesis of this study is rejected.

Table 9

Activity Participation and Intelligence Quotient (Pearson Correlation Coefficients)

Number	Correlation	Probability
235	.3603**	.000

**p is less than .01

The second question addressed in this study is whether or not participation in extracurricular activities has a relationship with academic achievement of the participants. Table 10 is a frequency distribution of grade-point averages (GPA) for all members of the population at the tenth grade level. The table provides information concerning grade-point averages for females and males, with the scores ranging from a low of 1.0 to a high of 4.0. The table is arranged in intervals of five. The findings presented in Table 10 identify the mean GPA of the total population, 2.717. The female mean GPA is slightly higher at 2.761, while the male mean GPA is slightly below at 2.664.

Table 10

Frequency of Grade-point Average
(Tenth Grade)

	Females		Males		Total Population	
GPA	Cases	Percent	Cases	Percent	Cases	Percent
1.0-1.5	10	5.0	9	5.3	19	5.2
1.6-2.0	23	11.4	30	17.5	53	14.2
2.1-2.5	42	20.5	36	21.0	78	20.7
2.6-3.0	55	27.0	40	23.4	95	25.3
3.1-3.5	45	22.2	34	19.9	79	21.1
3.6-4.0	28	13.9	22	12.9	50	13.5
Total	203	100.0	171	100.0	374	100.0

Female Mean: 2.761 Grade-point Average
Male Mean: 2.664 Grade-point Average
Total Population Mean: 2.717 Grade-point Average

Table 11 identifies the level of activity involvement in the tenth grade and the mean grade-point average of the students at each level. The table arranges activity involvement into four categories and provides frequencies and grade-point averages for females and males in each category. Table 10 established the total tenth grade mean grade-point average, 2.717. The data indicate that increased involvement in extracurricular activities closely parallels a corresponding increase in grade-point average.

During the tenth grade, 101 students did not participate in any extracurricular activities and maintained a mean grade-point average of 2.418, slightly below the total population mean. One hundred sixty-eight students participated in one to two activities and the mean rose above the total population standard to 2.725. The mean grade-point average rose to 2.917 for the eighty-six students involved in three to four activities. Finally, the mean grade-point average was 3.243 for the nineteen students most actively involved in extracurricular activities.

Table 11

Activity Participation and Mean Grade-point Average
(Frequency Comparisons of Tenth Grade)

	Females		Males		Total Population	
Activities	Cases	GPA	Cases	GPA	Cases	GPA
0	49	2.412	52	2.423	101	2.418
1 - 2	89	2.735	79	2.715	168	2.725
3 - 4	55	3.024	31	2.810	86	2.917
5 or more	10	3.260	9	3.225	19	3.243
Total	203		171		374	

Table 12 is a frequency distribution of grade-point averages for all members of the population at the eleventh grade level. The table provides information concerning

grade-point averages for females and males, with the scores ranging from a low of 1.0 to a high of 4.0. The table is arranged in intervals of five. The findings presented in Table 12 identify the mean GPA of the total population, 2.696. The female mean GPA is slightly lower at 2.688, while the male mean GPA is higher at 2.705.

Table 12

Frequency of Grade-point Average
(Eleventh Grade)

	Females		Males		Total Population	
GPA	Cases	Percent	Cases	Percent	Cases	Percent
1.0-1.5	18	9.0	8	4.8	26	7.0
1.6-2.0	28	13.8	25	14.6	53	14.2
2.1-2.5	30	14.7	38	22.2	68	18.2
2.6-3.0	56	27.6	50	29.2	106	28.3
3.1-3.5	41	20.2	25	14.6	66	17.6
3.6-4.0	30	14.7	25	14.6	55	14.7
Total	203	100.0	171	100.0	374	100.0

Female Mean: 2.688 Grade-point Average
Male Mean: 2.705 Grade-point Average
Total Population Mean: 2.696 Grade-point Average

Table 13 identifies the level of activity involvement in the eleventh grade and the mean grade-point average of the students at each level. The table arranges activity involvement into four categories and provides frequencies and grade-point averages for females and males in each category. Table 12 established the total eleventh grade mean grade-point averages at 2.696. Just as examined in Table 11, the data indicate that increased involvement in extracurricular activities closely parallels a corresponding increase in grade-point average. During the eleventh grade 114 students did not participate in extracurricular activities and maintained a mean grade-point average of 2.352, well below the total eleventh grade mean. One hundred sixty-four students participated in one to two activities and the mean rose to 2.638. The mean grade-point average was 3.151 for the sixty-eight students involved in three to four activities. Finally, the mean grade-point average was 3.243 for the twenty-eight students most involved in extracurricular activities.

Table 13

Activity Participation and Mean Grade-point Average
(Frequency Comparisons of Eleventh Grade)

	Females		Males		Total Population	
Activities	Cases	GPA	Cases	GPA	Cases	GPA
0	57	2.288	57	2.416	114	2.352
1 - 2	79	2.578	85	2.698	164	2.638
3 - 4	50	3.052	18	3.250	68	3.151
5 or more	17	3.471	11	3.373	28	3.422
Total	203		171		374	

Table 14 is a frequency distribution of grade-point averages for all members of the population at the twelfth grade level. The table provides information concerning grade-point averages for females and males, with the scores ranging from a low of 1.0 to a high of 4.0. The table is arranged in intervals of five. The findings presented in Table 14 identify the mean GPA of the total population, 2.935. The female mean GPA is slightly higher at 2.970, while the male mean GPA is lower at 2.894.

Table 14

Frequency of Grade-point Average
(Twelfth Grade)

	Females		Males		Total Population	
GPA	Cases	Percent	Cases	Percent	Cases	Percent
1.0-1.5	4	2.0	5	3.0	9	2.5
1.6-2.0	19	9.0	12	7.1	31	8.3
2.1-2.5	21	10.5	34	19.6	55	14.7
2.6-3.0	61	30.0	50	29.2	111	29.6
3.1-3.5	64	31.5	41	24.0	105	28.1
3.6-4.0	34	17.0	29	17.1	63	16.8
Total	203	100.0	171	100.0	374	100.0

Female Mean: 2.970 Grade-point Average
Male Mean: 2.894 Grade-point Average
Total Population Mean: 2.935 Grade-point Average

Table 15 identifies the level of activity involvement in the twelfth grade and the mean grade-point average of the students at each level. The table arranges activity involvement into four categories and provides frequencies and grade-point averages for females and males in each category. Table 14 established the total twelfth grade mean grade-point average as 2.935. Just as previously indicated in the tenth and eleventh grades, the data indicate that increased involvement in extracurricular activities closely

parallels a corresponding increase in grade-point average. During the twelfth grade, 107 students did not participate in extracurricular activities and maintained a mean grade-point average of 2.670, well below the total twelfth grade mean. One hundred eighty students participated in one to two activities and the mean rose to 2.939. The mean grade-point average was 3.145 for the sixty-seven students involved in three to four activities. Finally, the mean grade-point average was 3.496 for the twenty students involved in five or more extracurricular activities.

Table 15

Activity Participation and Mean Grade-point Average
(Frequency Comparisons of Twelfth Grade)

	Females		Males		Total Population	
Activities	Cases	GPA	Cases	GPA	Cases	GPA
0	48	2.625	59	2.714	107	2.670
1 - 2	103	2.969	77	2.908	180	2.939
3 - 4	41	3.239	26	3.050	67	3.145
5 or more	11	3.491	9	3.500	20	3.496
Total	203		171		374	

The findings from Tables 10, 12 and 14 consider the frequency of grade-point averages for the female and male populations through grades ten, eleven, and twelve. The

findings from Tables 11, 13 and 15 present the relationship between extracurricular activity involvement and grade-point average for both the female and male populations through the same grade levels. A Pearson Product Moment correlation was computed to statistically determine the relationship between involvement in extracurricular activities and grade-point average. The findings from this correlation are used to determine if the following hypothesis is accepted or rejected within the limits of the study:

2. There is no relationship between involvement in extracurricular activities and grade-point averages of the participants.

Table 16 presents the data indicating the relationship between extracurricular activity participation and grade-point averages of the participants. The correlation for the total population of 374 is .4594. The probability of the correlation coefficient is reported as less than .000. Since the correlation coefficient reported in Table 16 has a probability less than 0.01, the researcher concludes there is a highly significant relationship between involvement in extracurricular activities and grade-point averages of the participants. Therefore, the second hypothesis of this study is rejected.

Table 16

Activity Participation and Grade-point Average
(Pearson Correlation Coefficients)

Number	Correlation	Probability
374	.4594**	.000

**p is less than .01

The third question addressed in this study is whether or not participation in extracurricular activities had a relationship with daily attendance rates for participants. Table 17 is a frequency distribution of days present for all members of the population at the tenth grade level. The table provides information concerning days present in school for females and males, with the attendance rates ranging from a low of 130 days present to a maximum of 180 days present. The table is arranged in intervals of five. The findings presented in Table 17 indicate a high attendance rate for the population at the tenth grade. Over 88 percent of the population missed fifteen days of school or less during the academic year. Table 17 identifies the mean number of days present for the total population in the tenth grade, 173.221. The female mean falls below that standard at 172.276 while the male mean is above at 174.322.

Table 17

Frequency of Days Present
(Tenth Grade)

	Females		Males		Total Population	
Days Present	Cases	Percent	Cases	Percent	Cases	Percent
130-135	0	0.0	1	0.6	1	0.3
136-140	1	0.5	0	0.0	1	0.3
141-145	0	0.5	0	0.0	0	0.0
146-150	3	1.5	1	0.6	4	1.1
151-155	0	0.0	1	0.6	1	0.3
156-160	8	4.0	2	1.2	10	2.7
161-165	19	9.4	6	3.6	25	6.6
166-170	34	16.8	20	11.7	54	14.5
171-175	55	27.1	45	26.3	100	26.8
176-180	83	40.7	95	55.4	178	47.4
Total	203	100.0	171	100.0	374	100.0

Female Mean: 172.276 Days Present
Male Mean: 174.322 Days Present
Total Population Mean: 173.221 Days Present

Table 18 identifies the level of activity involvement in the tenth grade and the mean number of days present in school for the students at each level. The table is arranged to place activity involvement into four categories

and provides frequencies and days present for females and males in each category. Table 17 established the total tenth grade mean for days present in school as 173.221. The data indicate that increased involvement in extracurricular activities parallels a corresponding increase in the number of days students are present in school. That would not appear, however, to be a strong relationship. During the tenth grade, 101 students did not participate in extracurricular activities and maintained a mean of 171.564 days present in school, slightly below the total population mean. One hundred sixty-eight students participated in one to two activities and the mean rose slightly above the total population standard to 173.722. The mean days present average rose to 174.533 for the eighty-six students involved in three to four activities. Finally, the mean days present score was 173.475 for the nineteen students most actively involved in extracurricular activities. The data indicate that male attendance rates exceeded the total population mean at all four areas of activity involvement. The female attendance rates fall below the total population mean in three of the four areas of activity involvement.

Table 18

Activity Participation and Mean Days Present
(Frequency Comparisons of Tenth Grade)

	Females		Males		Total Population	
Activities	Cases	Days Present	Cases	Present	Cases	Days Present
0	49	169.878	52	173.250	101	171.564
1 - 2	89	172.798	79	174.646	168	173.722
3 - 4	55	173.582	31	175.484	86	174.533
5 or more	10	172.200	9	174.750	19	173.475
Total	203		171		374	

Table 19 is a frequency distribution of days present for all members of the population at the eleventh grade level. The table provides information concerning days present in school for females and males, with the attendance rates ranging from a low of 130 days present to a maximum of 180 days present. The table is arranged in intervals of five. The findings presented in Table 19 indicate a high attendance rate during the eleventh grade, especially among members of the male population. Almost 90 percent of the males missed fifteen days of school or fewer during the academic year as compared with only 74 percent of the females in that same category. Table 19 identifies the mean number of days present for the total population in the

eleventh grade as 171.725. The female mean falls below that standard at 169.759 while the male mean is well above at 174.058.

Table 19

Frequency of Days Present
(Eleventh Grade)

	Females		Males		Total Population	
Days Present	Cases	Percent	Cases	Percent	Cases	Percent
130-135	2	1.0	1	0.6	3	0.9
136-140	1	0.5	0	0.0	1	0.3
141-145	0	0.0	0	0.0	0	0.0
146-150	3	1.5	0	0.0	3	0.9
151-155	8	4.0	4	2.4	12	3.2
156-160	14	7.0	4	2.4	18	4.8
161-165	23	11.7	8	4.8	31	8.3
166-170	33	15.7	15	8.8	48	12.9
171-175	60	29.5	44	25.8	104	27.4
176-180	59	29.1	95	55.2	154	41.3
Total	203	100.0	171	100.0	374	100.0

Female Mean: 169.759 Days Present
Male Mean: 174.058 Days Present
Total Population Mean: 171.725 Days Present

Table 20 identifies the level of activity involvement in the eleventh grade and the mean number of days present in school for the students at each level. The table arranges activity involvement into four categories and provides frequencies and days present for females and males in each category. Table 19 established the total eleventh grade mean for days present in school, 171.725. The data indicate that increased involvement in extracurricular activities parallels a corresponding increase in the number of days students are present in school. During the eleventh grade 114 students did not participate in any extracurricular activities and maintained a mean of 168.921 days present in school, well below the total population mean. One hundred sixty-four students participated in one to two activities and the mean rose slightly above the total population standard to 172.520. The mean days present average rose to 174.226 for the sixty-eight students involved in three to four activities. Finally, the mean days present score was 174.409 for the twenty-eight students most actively involved in extracurricular activities. The data indicate that male attendance rates exceed the total population mean at all four areas of activity involvement. The female attendance rates fall below the total population mean in two of the four areas of activity involvement.

Table 20

Activity Participation and Mean Days Present
(Frequency Comparisons of Eleventh Grade)

	Females		Males		Total Population	
Activities	Cases	Days Present	Cases	Present	Cases	Days Present
0	57	165.632	57	172.211	114	168.921
1 - 2	79	170.405	85	174.635	164	172.520
3 - 4	50	172.340	18	176.111	68	174.226
5 or more	17	173.000	11	175.818	28	174.409
Total	203		171		374	

Table 21 is a frequency distribution of days present for all members of the population at the twelfth grade level. The table provides information concerning days present in school for females and males, with the attendance rates ranging from a low of 130 days present to a maximum of 180 days present. The table is arranged in intervals of five. The findings presented in Table 21 indicate a high attendance rate for members of the male population as 82.3 percent missed fifteen days of school or fewer during the academic year. The attendance rate for members of the female population with fifteen days absence or less fell to 65.9 percent during the same time period. Table 21 identifies the mean number of days present for the total

population in the twelfth grade, 169.364. The female mean falls below that standard at 167.685 while the male mean is above at 171.357.

Table 21

Frequency of Days Present
(Twelfth Grade)

	Females		Males		Total Population	
Days Present	Cases	Percent	Cases	Percent	Cases	Percent
130-135	2	1.0	0	0.0	2	0.6
136-140	1	0.5	0	0.0	1	0.3
141-145	1	0.5	0	0.0	1	0.3
146-150	5	2.5	3	1.8	8	2.2
151-155	10	5.0	1	0.6	11	2.9
156-160	25	12.3	10	5.9	35	9.3
161-165	25	12.3	16	9.4	41	10.9
166-170	37	18.1	34	19.8	71	18.9
171-175	65	32.0	52	30.3	117	31.3
176-180	32	15.8	55	32.2	87	23.3
Total	203	100.0	171	100.0	374	100.0

Female Mean: 167.685 Days Present
Male Mean: 171.357 Days Present
Total Population Mean: 169.364 Days Present

Table 22 identifies the level of activity involvement in the twelfth grade and the mean number of days present in school for the students at each level. The table arranges activity involvement into four categories and provides frequencies and days present for females and males in each category. Table 21 established the total twelfth grade mean for days present in school, 169.364. The data indicate that increased involvement in extracurricular activities has little relationship to the number of days students are present in school. During the twelfth grade 107 students did not participate in extracurricular activities and maintained a mean of 168.739 days present in school, slightly below the total population mean. One hundred eighty students participated in one to two activities and the mean rose slightly above the total population standard to 169.511. The mean days present average rose to 170.457 for the sixty-seven students involved in three to four activities. Finally, the mean days present score was 168.465 for the twenty students most actively involved in extracurricular activities. The data indicate that male attendance rates exceed the total population mean at all four areas of activity involvement. The female attendance rates fall below the total population mean in three of the four areas of activity involvement.

Table 22

Activity Participation and Mean Days Present
(Frequency Comparisons of Twelfth Grade)

	Females		Males		Total Population	
Activities	Cases	Days Present	Cases	Present	Cases	Days Present
0	48	165.375	59	172.102	107	168.739
1 - 2	103	168.165	77	170.857	180	169.511
3 - 4	41	169.683	26	171.231	67	170.457
5 or more	11	165.818	9	171.111	20	168.465
Total	203		171		374	

The findings from Tables 17, 19, and 21 consider the frequency of days present in school for the female and male populations through grades ten, eleven, and twelve. The findings from Tables 18, 20, and 22 present the relationship between extracurricular activity involvement and days present in school for both the female and male populations through the same grade levels. A partial correlation was computed to statistically determine a relationship between involvement in extracurricular activities and days present in school. The findings from this correlation are used to determine if the following hypothesis is accepted or rejected within the limits of this study:

3. There is no relationship between involvement in extracurricular activities and daily attendance rates of the participants.

Table 23 presents the data indicating the relationship between extracurricular activity participation and days present in school for the participants. The correlation for the total population of 374 is .1298. The probability of the correlation coefficient is reported as less than .006. The data would suggest a highly significant but weak relationship. Since the correlation coefficient reported in Table 23 has a probability less than 0.01, the researcher concludes there is a significant relationship between involvement in extracurricular activities and days present in school for the participants. Therefore, the third hypothesis of this study is rejected.

Table 23

Activity Participation and Days Present
(Pearson Correlation Coefficients)

Number	Correlation	Probability
374	.1298**	.006

**p is less than .01

The fourth question addressed in this study is whether or not participation in extracurricular activities has a relationship with discipline referrals for the participants. Table 24 is a frequency distribution of discipline referrals for all members of the population at the tenth grade level. The table provides information concerning the number of discipline referrals for females and males, with the referrals ranging from a low of zero to a high of ten or more. The findings presented in Table 24 indicate that 68.7 percent of the total tenth grade population experienced no discipline referrals. Table 24 identifies the mean number of discipline referrals for the total tenth grade population, 0.687. The female mean for discipline referrals is slightly higher at 0.714 while the male mean is lower at 0.606.

The level of activity involvement in the tenth grade and the mean number of discipline referrals for the students at each level are presented in Table 25. The table arranges activity involvement into four categories and provides frequencies and discipline referrals for females and males in each category. Table 24 established the total tenth grade mean for discipline referrals, 0.687. The data indicate that increased involvement in extracurricular activities parallels a corresponding decrease in the number of discipline referrals for the participants. During the tenth grade 101 students did not participate in any

Table 24

Frequency of Discipline Referrals
(Tenth Grade)

	Females		Males		Total Population	
Referrals	Cases	Percent	Cases	Percent	Cases	Percent
0	143	70.4	114	66.7	257	68.7
1	32	15.8	33	19.2	65	17.4
2	11	5.4	12	7.0	23	6.1
3	9	4.4	6	3.5	15	4.0
4	1	0.5	2	1.2	3	0.8
5	3	1.5	0	0.0	3	0.8
6	0	0.0	2	1.2	2	0.5
7	1	0.5	0	0.0	1	0.3
8	1	0.5	1	0.6	2	0.5
9	0	0.0	1	0.6	1	0.3
10 or more	2	1.0	0	0.0	2	0.5
Total	203	100.0	171	100.0	374	100.0

Female Mean: 0.714 Discipline Referrals
Male Mean: 0.606 Discipline Referrals
Total Population Mean: 0.687 Discipline Referrals

extracurricular activities and maintained a yearly average of 1.449 discipline referrals, a figure well above the total class mean. One hundred sixty-eight students participated in one to two activities and the mean fell slightly below the class standard at 0.649. The mean number of discipline referrals dropped to 0.280 for the eighty-six students involved in three to four activities. Finally, the mean number of discipline referrals was 0.150 for the nineteen students most actively involved in extracurricular activities. The data indicate that in both the female and male populations, discipline referrals decrease as participation in extracurricular activities increases.

Table 25

Activity Participation and Mean Discipline Referrals
(Frequency Comparisons of Tenth Grade)

	Females		Males		Total Population	
Activities	Cases	Disc. Referrals	Cases	Disc. Referrals	Cases	Disc. Referrals
0	49	1.449	52	0.784	101	1.117
1 - 2	89	0.652	79	0.646	168	0.649
3 - 4	55	0.236	31	0.323	86	0.280
5 or more	10	0.300	9	0.000	19	0.150
Total	203		171		374	

Table 26 is a frequency distribution of discipline referrals for all members of the population at the eleventh grade level. The table provides information concerning the number of discipline referrals for females and males, with the referrals ranging from a low of zero to a high of ten or more. The findings presented in Table 26 indicate that 59.9 percent of the total eleventh grade population experienced no discipline referrals. The mean number of discipline referrals for the total eleventh grade population is identified as 0.880. The female mean for discipline referrals is slightly higher at 0.897 while the male mean is lower at 0.860.

The level of activity involvement in the eleventh grade and the mean number of discipline referrals for the students at each level are presented in Table 27. The table arranges activity involvement into four categories and provides frequencies and discipline referrals for females and males in each category. Table 26 established the total eleventh grade mean for discipline referrals, 0.880. The data continue to indicate that increased involvement in extracurricular activities parallels a corresponding decrease in the number of discipline referrals for the participants. During the eleventh grade 114 students did not participate in extracurricular activities and maintained a yearly average of 1.693 discipline referrals, a figure well above the total class mean. One hundred sixty-four

Table 26

Frequency of Discipline Referrals
(Eleventh Grade)

	Females		Males		Total Population	
Referrals	Cases	Percent	Cases	Percent	Cases	Percent
0	124	61.1	100	58.4	224	59.9
1	44	21.7	34	19.9	78	20.9
2	16	7.7	15	8.8	31	8.3
3	6	3.0	13	7.6	19	5.1
4	3	1.5	5	2.9	8	2.1
5	3	1.5	1	0.6	4	1.1
6	2	1.0	2	1.2	4	1.1
7	1	0.5	1	0.6	2	0.5
8	2	1.0	0	0.0	2	0.5
9	0	0.0	0	0.0	0	0.0
10 or more	2	1.0	0	0.0	2	0.5
Total	203	100.0	171	100.0	374	100.0

Female Mean: 0.897 Discipline Referrals
Male Mean: 0.860 Discipline Referrals
Total Population Mean: 0.880 Discipline Referrals

students participated in one to two activities and the mean fell slightly below the class standard at 0.603. The mean number of discipline referrals continued to drop to 0.450 for the sixty-eight students involved in three to four activities. Finally, the mean number of discipline referrals was 0.270 for the twenty-eight students most actively involved in five or more activities. The data indicate that in both the female and male populations, discipline referrals decrease as participation in extracurricular activities increases.

Table 27

Activity Participation and Mean Discipline Referrals
(Frequency Comparisons of Eleventh Grade)

	Females		Males		Total Population	
Activities	Cases	Disc. Referrals	Cases	Disc. Referrals	Cases	Disc. Referrals
0	57	2.193	57	1.193	114	1.698
1 - 2	79	0.430	85	0.776	164	0.603
3 - 4	50	0.400	18	0.500	68	0.450
5 or more	17	0.176	11	0.364	28	0.270
Total	203		171		374	

Table 28 is a frequency distribution of discipline referrals for all members of the population at the twelfth

grade level. The table provides information concerning the number of discipline referrals for females and males, with the referrals ranging from a low of zero to a high of ten or more. The findings presented in Table 28 indicate that 57.4 percent of the total twelfth grade population experienced no discipline referrals. The mean number of discipline referrals for the total twelfth grade population is identified as 1.067. The female mean for discipline referrals is slightly lower at 0.921 while the male mean is higher at 1.240.

The level of activity involvement in the twelfth grade and the mean number of discipline referrals for the students at each level is presented in Table 29. The table arranges activity involvement into four categories and provides frequencies and discipline referrals for females and males in each category. Table 28 established the total twelfth grade mean for discipline referrals, 1.067. As evidenced previously through the tenth and eleventh grades, the data continue to indicate that increased involvement in extracurricular activities parallels a corresponding decrease in the number of discipline referrals for the participants. During the twelfth grade 107 students did not participate in extracurricular activities and maintained a yearly average of 1.658 discipline referrals, a figure well above the class mean. One hundred eighty students participated in one to two activities and the mean fell

Table 28

Frequency of Discipline Referrals
(Twelfth Grade)

	Females		Males		Total Population	
Referrals	Cases	Percent	Cases	Percent	Cases	Percent
0	123	60.5	92	53.7	215	57.4
1	44	21.7	32	18.7	76	20.3
2	12	5.9	20	11.7	32	8.6
3	10	4.9	6	3.5	16	4.3
4	4	2.0	6	3.5	10	2.7
5	3	1.5	6	3.5	9	2.4
6	1	0.5	2	1.2	3	0.8
7	3	1.5	2	1.2	5	1.3
8	0	0.0	3	1.8	3	0.8
9	2	1.0	2	1.2	4	1.1
10 or more	1	0.5	0	0.0	1	0.3
Total	203	100.0	171	100.0	374	100.0

Female Mean: 0.921 Discipline Referrals
Male Mean: 1.240 Discipline Referrals
Total Population Mean: 1.067 Discipline Referrals

slightly below the class standard at 0.971. The mean number of discipline referrals continued to drop to 0.660 for the sixty-seven students involved in three to four activities. Finally, the mean number of discipline referrals was 0.404 for the twenty students most actively involved in four or more activities. The data are consistent in indicating that in both the female and male populations, discipline referrals decrease as participation in extracurricular activities increases.

Table 29

Activity Participation and Mean Discipline Referrals
(Frequency Comparisons of Twelfth Grade)

	Females		Males		Total Population	
Activities	Cases	Disc. Referrals	Cases	Disc. Referrals	Cases	Disc. Referrals
0	48	1.604	59	1.712	107	1.658
1 - 2	103	0.825	77	1.117	180	0.971
3 - 4	41	0.512	26	0.808	67	0.660
5 or more	11	0.364	9	0.444	20	0.404
Total	203		171		374	

The findings from Tables 24, 26, and 28 consider the frequency of discipline referrals for the female and male populations through grades ten, eleven, and twelve. The

findings from Tables 25, 27, and 29 present the relationship between extracurricular activity involvement and the number of discipline referrals for both the female and male populations through the same grade levels. A Pearson Product Moment correlation was computed to statistically determine the relationship between involvement in extracurricular activities and discipline referrals. The findings from this correlation are used to determine if the following hypothesis is accepted or rejected within the limits of this study:

4. There is no relationship between involvement in extracurricular activities and discipline referrals of the participants.

Table 30 presents the data indicating the relationship between extracurricular activity participation and the number of discipline referrals for the participants. The correlation for the total population of 374 is -.2874. The probability of the correlation coefficient is reported as less than .000. The data suggest a highly significant relationship. Since the correlation coefficient reported in Table 30 has a probability less than 0.01, the researcher concludes there is a significant relationship between involvement in extracurricular activities and discipline referrals for the participants. Therefore, the fourth hypothesis of this study is rejected.

Table 30

Activity Participation and Discipline Referrals
(Pearson Correlation Coefficients)

Number	Correlation	Probability
374	-0.2874**	.000

**p is less than .01

CHAPTER FIVE

Summary, Conclusions, Discussion, and Recommendations

This chapter includes summaries of the purpose for the study, the procedures which were employed, and the findings. Implications anc conclusions arising from an examination of the data follow. This chapter concludes with recommendations for further study and research.

Purpose of the Study

The primary purpose of this study was to determine whether or not a relationship existed between involvement in extracurricular activities and the educational lives of students in a selected midwestern high school. Specifically, this study first obtained the level of activity involvement for all members of the population. Data relevant to the population I.Q. scores, academic achievement, attendance rates, and discipline referrals were obtained from available office files. The data were then analyzed to determine the relationship of extracurricular activities to the educational lives of high school students.

Procedure for the Study

In September of 1984, the superintendent of a midwestern school district was approached to ask his

permission to utilize the members of the graduating class for a study concerning the relationship of extracurricular activity involvement and student life. After permission was granted, additional permission was obtained from the building principal and three assistant principals. The administration and organization were assured that complete anonymity of names and records would be maintained. Permission was granted with a sincere willingness to cooperate in the collection of necessary data for this study.

In September of 1984, 374 members of the selected population were asked to complete the Fall Senior Information Sheet. That survey directed each respondent to identify all extracurricular activities in which he or she had been involved while in high school and the grade level achieved during participation in the activities.

In May of 1985, during the final weeks prior to graduation, all 374 members of the population were asked to respond to the Spring Senior Information Sheet. This survey reinforced the previous instrument results and allowed for the accurate reporting of all extracurricular activity involvement in the senior year.

Data pertaining to I.Q. scores were available for 235 of the 374 members of the population. These data were obtained from individual student records maintained in the high school office. Data relevant to grade-point averages,

by semester and year, were also available from office records. Finally, records of attendance rates and discipline referrals were obtained from the office of the assistant principal. In all cases complete confidentiality was assured.

Four hypotheses were generated for statistical treatment relating to participation in high school extracurricular activity programs.

Hypothesis 1. There is no relationship between involvement in extracurricular activities at the high school level and student I.Q.

Hypothesis 2. There is no relationship between involvement in extracurricular activities and academic achievement of the participants.

Hypothesis 3. There is no relationship between involvement in extracurricular activities and daily attendance rates of the participants.

Hypothesis 4. There is no relationship between involvement in extracurricular activities and discipline referrals of the participants.

Computer facilities in the Dial Center at Drake University were used for the electronic data processing.

The Statistical Package for the Social Sciences (SPSSX) was used for all statistical applications. Correlational coefficients were determined to test the four hypotheses by using the Pearson Product Moment Coefficient. An alpha level of .05 was selected as the significance level for each statistical test.

Analysis of Significant Differences

The results of this investigation indicated that when students are involved in extracurricular activities they achieve higher academic success, miss fewer days of school during the academic year, and experience fewer discipline referrals. All of the probabilities of the correlation coefficients had a probability less than .01, therefore, all four hypotheses were rejected at the .05 significance level.

The females in the population studied participated in an average of 1.811 activities during a three-year period as compared to the male average of 1.452 activities during the same tenth, eleventh, and twelfth grades. Over 77 percent of the females participated in at least one extracurricular activity during that three-year time period compared to only 67 percent of the males. This researcher is concerned about the number of students who never become involved in extracurricular activities and would suggest further investigation into the reasons behind the non-participation status of almost 30 percent of the total population.

The female mean I.Q. was 114.127 as compared to the male mean of 114.818. The I.Q. scores ranged from a low of eighty-one to a high of 150 for the 235 members of the population for whom such scores were available. Those students whose I.Q. scores fell in the 106-130 range were the most actively involved in extracurricular activities. Sixty-eight percent of the reporting female population fell in that range and averaged 2.142 activities per year. Sixty-three percent of the reporting male population fell in that same range and averaged 1.626 activities per year.

The results of this study indicated that females maintained a cumulative 2.81 grade-point average during the three years studied as compared to the male average of 2.75. During the tenth grade, 27 percent of the females and 23.4 percent of the males fell in the 2.6 to 3.0 grade-point range. That range was also the most frequent in the eleventh grade as 27.6 percent of the females and 29.2 percent of the males earned grade-point averages between 2.6 and 3.0. Females showed considerable improvement in the twelfth grade as 31.5 percent earned between a 3.1 and 3.5 grade-point average. The most common frequency range for males continued to be 2.6 to 3.0 as 29.2 percent fell into that category. This study indicated that academic achievement increased significantly with participation in extracurricular activities. Students who were involved in no activities maintained a cumulative 2.48 grade-point

average for the tenth, eleventh, and twelfth grades. Students who were involved in one to two activities averaged 2.78 while those who participated in three to four activities averaged 3.08 during the same years. Finally, those students who were most actively involved by participating in five or more activities maintained a cumulative 3.34 grade-point average for three years.

The results of this study indicated no strong relationship between involvement in extracurricular activities and attendance rates for participants. The research indicated that males maintained higher attendance rates than did female members of the population. During the tenth, eleventh, and twelfth grades females averaged 169.907 days present as compared to 173.246 for males. Although no major attendance patterns related to extracurricular activity involvement were discovered, one particular area was evident. The mean number of days present for sophomores with no activities was 171.564, but that figure rose to 173.722 with involvement in one to two activities. The mean number of days present for juniors with no activities was 168.921, but that figure again rose to 172.520 with involvement in one to two activities. Finally, the mean number of days present for seniors with no activities was 168.739, but that figure rose to 169.511 with involvement in one to two activities. This would suggest that participation in extracurricular activities was related to

an improvement in attendance rates.

Finally, the results of this study indicated a significant decline in the number of discipline referrals for students involved in extracurricular activities. Sixty-four percent of the female population had no discipline referrals during the tenth, eleventh, and twelfth grades while 60 percent of the males had no discipline referrals during that same period of time. Those students who were involved in no activities for three years averaged 1.490 discipline referrals each year. That figure dropped to 0.741 for students involved in one to two activities and to 0.463 for students participating in three to four activities. Finally, the average yearly number of discipline referrals dropped to 0.275 for students involved in five or more activities.

Implications and Conclusions

It is assumed that if the same data were collected in other schools the same or similar results would be produced. It is also assumed that if this same study were conducted in schools in other states similar results would be obtained. These assumptions are based upon the expectancy that schools in other states are very similar to the one utilized for the purpose of this study.

As a result of this study, the researcher concludes that participation in extracurricular activities does have a

significant relationship with the educational lives of students. The findings indicate that students participating in extracurricular activities have higher academic achievement, higher attendance rates, and fewer discipline referrals.

The results of this study should assist educators and parents in properly guiding students in regard to extracurricular activities. This study should provide valuable research concerning the positive relationship of extracurricular activities and the educational lives of students.

Recommendations for Further Research

Several suggestions are made for further research. The researcher recommends that:

1. A study be conducted to verify the high correlation represented in this study between involvement in extracurricular activities and increased academic achievement.
2. A study be conducted to examine teacher attitudes toward students who are involved and those who are not involved in extracurricular activities.
3. A study be conducted to determine why a large percentage of high school students fail to participate in any form of extracurricular activities.

4. A study be conducted which identifies extremes of the population for a more detailed examination of the relationship between extracurricular activities and student life.
5. A study be conducted comparing male and female I.Q. scores as well as high school academic achievement, attendance rates, and discipline referrals. Such a study could examine changing attitudes in students.
6. This study should be replicated using larger and smaller populations from a variety of population bases.

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APPENDICES

APPENDIX A

FALL SENIOR INFORMATION SHEET

FALL SENIOR INFORMATION SHEET

PLEASE PRINT

NAME_____ SEX_____ DATE_____
LAST FIRST

ADDRESS_____ PHONE NO._____
STREET CITY

FATHER'S NAME_____ OCCUPATION_____

MOTHER'S NAME_____ OCCUPATION_____

EXTRACURRICULAR ACTIVITIES: INDICATE THE YEAR YOU PARTICIPATED (1 FOR 9TH, 2 FOR 10TH, 3 FOR 11TH, 4 FOR 12TH). IF AN OFFICER, WRITE WHICH OFFICE YOU HELD BESIDE THE ACTIVITY.

_____ NATIONAL HONOR SOCIETY
_____ MIMES
_____ STUDENT COUNCIL
_____ AFS
_____ DRAMATICS
_____ THESPIAN
_____ DEBATE
_____ LATIN CLUB
_____ SPANISH CLUB
_____ GYMNASTICS
_____ VOLLEYBALL
_____ JUNIOR COUNCIL
_____ OFFICE EDUCATION
_____ FCA
_____ DECA
_____ YEARBOOK STAFF
_____ NEWSPAPER STAFF
_____ JOURNEYMAN STAFF
_____ LIBRARY ASSISTANT
_____ FOOTBALL
_____ CROSS COUNTRY

_____ SPRING TRACK
_____ TENNIS
_____ SENIOR COUNCIL
_____ GERMAN CLUB
_____ KWDM
_____ BASKETBALL
_____ SOFTBALL
_____ GOLF
_____ BASEBALL
_____ WRESTLING
_____ CHEERLEADER
_____ PEP CLUB
_____ VOCAL MUSIC
_____ BAND
_____ BAND AUXILIARY
_____ DRILL TEAM
_____ SWIMMING
_____ FRENCH CLUB
_____
_____
_____
_____

HOBBIES AND OUT-OF-SCHOOL ACTIVITIES (PHOTOGRAPHY, CHURCH GROUPS, YMCA, YWCA, ETC.)_____

PRESENT EMPLOYER HOW LONG TYPE OF WORK

_____ _____ _____

WHAT ARE YOUR PLANS FOR FALL AFTER HIGH SCHOOL GRADUATION?_____

_____

ARE YOU INTERESTED IN FINANCIAL ASSISTANCE TO CONTINUE YOUR EDUCATION?_____

DATE TAKEN OR PLAN TO TAKE ACT OR SAT _____
MONTH YEAR

PLEASE LIST BELOW THE SCHOOLS YOU ARE CONSIDERING:

NAME	LOCATION
_____	_____
_____	_____
_____	_____
_____	_____

MAJOR(S) YOU ARE CONSIDERING:_____

_____

APPENDIX B

SPRING SENIOR INFORMATION SHEET

SPRING SENIOR INFORMATION SHEET

PLEASE PRINT

1. Name _____
   Last First Middle

2. Address _____
   Number and Street

3. Parent's Name _____ 4. Telephone _____

5. List School Planning To Attend Or Job Planning To Hold Next:

   SPRING (Early Graduates) _____

   SUMMER _____

   FALL _____

6. List the school (or schools) where you wish to have final transcripts sent at the end of this year. (First semester for Early Graduates).

   (School) (Address)

   _____

   _____

   _____

7. List the Activities you have participated in this year.

   _____

   _____

   _____

8. List the offices you have held this year, Honors won, Scholarships, Etc.

   _____

   _____

   _____

APPENDIX C

DATA FOR POPULATION

			TENTH GRADE				ELEVENTH GRADE				TWELFTH GRADE			
STUDENT I. D.	M/F	IQ	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.
1	M	110	2	147	8	2.3	2	158	0	2.6	3	158	0	3.0
2	M	NA	2	179	0	3.1	0	172	0	3.0	3	175	0	3.3
3	M	NA	1	176	0	2.8	2	170	0	3.1	1	174	0	3.4
4	M	103	1	180	0	3.8	2	180	0	3.8	1	177	0	3.8
5	M	NA	0	171	1	1.3	0	174	1	1.8	0	173	8	1.9
6	M	121	2	176	0	3.8	4	177	0	4.0	3	179	0	3.9
7	M	NA	1	166	1	1.6	0	176	4	1.9	0	175	4	2.3
8	M	NA	4	168	0	3.1	2	178	0	2.8	2	179	0	3.3
9	F	107	2	178	0	2.0	1	171	0	2.1	0	175	1	3.0
10	M	110	4	171	0	2.7	3	175	1	2.6	2	169	0	2.3
11	M	NA	3	180	0	2.7	2	177	0	1.4	1	177	0	3.1
12	M	NA	0	171	0	3.8	1	179	1	3.9	1	177	0	3.8
13	F	103	0	174	0	2.1	0	166	2	2.1	0	151	9	2.4
14	F	NA	0	167	0	3.0	0	167	1	2.6	0	167	3	2.1
15	F	132	5	175	0	3.1	5	166	0	2.9	2	158	0	3.3
16	M	119	0	165	2	2.1	0	164	2	2.5	1	158	4	2.4
17	F	85	0	180	0	2.5	0	176	1	2.0	0	171	1	2.8
18	M	119	0	176	0	2.1	0	179	0	2.2	0	179	0	2.1
19	F	NA	0	160	20	1.3	0	171	4	1.5	0	163	0	2.0

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
20	M	124	3	180	0	2.2	1	180	0	3.3	0	179	0	3.5
21	M	131	2	175	0	2.4	2	177	1	1.8	1	172	1	2.8
22	M	NA	1	177	2	2.8	2	178	2	2.6	2	180	4	2.8
23	F	129	0	157	0	2.4	0	158	6	2.8	0	137	5	2.2
24	M	91	0	175	2	2.4	0	162	3	1.8	0	147	1	1.1
25	M	116	0	178	0	3.2	1	180	1	3.1	1	179	2	3.2
26	F	100	1	168	3	1.0	2	173	2	2.3	2	167	3	1.9
27	F	NA	0	169	1	1.3	0	172	0	1.2	0	171	0	1.7
28	M	NA	1	175	1	3.1	1	175	3	2.8	1	173	0	3.4
29	M	111	1	172	0	1.9	1	176	0	2.2	2	172	2	2.7
30	F	NA	2	165	0	2.9	4	162	0	2.9	2	170	0	3.1
31	M	114	2	173	0	3.3	3	179	1	3.4	3	166	1	3.4
32	M	NA	0	169	0	1.9	0	179	3	1.0	1	158	9	1.6
33	M	103	0	180	0	3.3	0	179	0	3.0	0	176	0	3.6
34	F	128	5	171	2	3.5	7	173	1	3.9	6	159	1	3.5
35	F	NA	1	175	0	2.9	1	170	0	2.4	1	177	0	3.3
36	F	103	3	173	0	2.6	3	166	1	2.7	0	163	1	1.9
37	M	100	0	159	0	1.9	0	157	0	1.6	0	158	0	2.0
38	F	127	3	174	0	3.0	4	177	0	3.2	2	169	0	3.3

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
39	F	NA	2	178	0	2.8	3	177	1	3.1	1	176	0	3.8
40	M	127	2	176	1	3.9	3	176	0	3.9	3	177	0	4.0
41	F	116	2	169	0	3.9	4	171	0	3.8	4	176	0	3.9
42	M	113	2	169	1	2.5	2	158	3	2.1	4	165	2	2.1
43	M	NA	0	169	6	2.0	0	163	3	1.7	1	153	5	2.4
44	M	NA	0	173	0	1.9	0	177	0	2.0	1	179	2	2.4
45	M	NA	1	180	0	2.8	0	178	0	2.5	0	178	0	2.4
46	F	135	0	136	0	2.6	0	123	0	1.1	0	122	1	1.4
47	F	113	4	174	0	3.5	5	165	0	2.9	4	175	0	3.6
48	F	113	1	173	5	2.7	2	175	1	2.7	3	170	0	3.5
49	F	100	4	175	1	3.3	3	166	0	2.8	3	170	0	2.8
50	M	138	6	178	0	3.2	3	176	0	3.0	2	169	0	3.0
51	F	118	1	157	0	3.1	2	154	0	3.4	2	160	0	3.7
52	F	92	0	167	1	1.8	0	160	5	1.7	1	156	1	2.0
53	F	111	0	176	0	3.6	0	177	0	3.8	0	174	1	3.9
54	M	NA	3	171	1	2.2	1	162	0	2.0	1	160	0	2.6
55	F	NA	2	180	0	2.4	0	178	0	2.3	1	179	1	3.2
56	M	150	4	178	0	3.6	5	177	0	3.9	5	176	0	3.6
57	F	NA	2	172	3	3.7	2	169	2	2.9	0	172	0	2.8

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
58	F	NA	3	175	0	1.3	3	173	0	2.6	3	168	1	2.9
59	M	105	1	179	0	3.1	2	180	0	3.0	2	179	0	3.6
60	F	NA	2	171	1	1.8	3	173	0	1.8	0	164	3	2.1
61	F	106	0	164	1	1.9	0	159	5	2.2	0	158	3	2.6
62	M	110	5	178	0	2.8	5	177	0	3.6	6	172	0	3.3
63	F	113	2	176	0	3.0	2	162	1	1.8	0	165	2	3.2
64	M	115	0	176	0	2.7	1	180	0	2.9	0	176	0	2.0
65	M	115	0	177	0	2.0	0	169	1	2.1	0	165	2	2.0
66	M	118	2	171	1	3.2	1	172	0	3.2	0	165	8	2.5
67	M	122	5	175	0	3.2	2	174	1	2.9	2	167	1	3.5
68	M	120	3	179	0	3.6	5	178	0	3.3	7	175	0	3.3
69	F	106	2	166	1	2.9	0	166	13	1.8	1	131	13	1.7
70	F	125	2	174	0	4.0	3	174	0	4.0	3	171	0	4.0
71	M	124	0	178	0	3.2	0	178	1	2.8	0	172	0	3.0
72	M	NA	3	176	0	2.0	2	177	1	2.2	2	175	1	3.3
73	F	120	3	163	3	2.8	0	155	8	3.0	1	168	7	3.2
74	F	107	3	174	0	2.5	2	167	0	1.7	3	169	0	1.9
75	F	100	0	170	0	1.8	0	170	1	1.6	0	160	3	2.4
76	M	NA	2	178	1	3.4	0	174	0	3.4	0	178	2	3.8

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
77	M	95	0	173	0	1.8	0	177	3	1.2	0	173	3	1.4
78	M	124	4	173	0	3.2	1	179	0	3.6	3	177	0	3.6
79	F	128	3	177	0	3.8	5	179	0	3.6	5	173	0	4.0
80	F	97	2	165	1	3.1	2	162	0	2.9	1	161	1	3.1
81	M	118	0	179	3	1.8	0	177	2	2.1	0	165	6	2.4
82	F	91	2	176	0	3.6	2	178	0	3.3	1	172	1	2.7
83	F	96	2	164	0	3.0	2	179	0	3.2	1	173	1	2.6
84	F	NA	2	177	1	2.4	3	171	0	2.5	2	165	0	3.0
85	F	110	2	175	1	1.3	2	165	1	1.0	3	152	0	2.4
86	F	120	4	170	0	2.7	3	157	0	2.9	4	148	4	2.6
87	F	113	0	170	2	1.3	0	150	1	1.0	1	159	7	1.8
88	M	NA	7	171	0	3.4	5	174	0	3.1	3	169	0	3.4
89	F	120	0	178	0	2.7	0	176	0	3.1	0	176	0	3.5
90	M	124	2	179	1	3.0	1	179	0	2.9	2	172	0	3.0
91	M	150	1	180	1	3.9	0	180	0	3.5	1	180	0	3.6
92	M	NA	0	178	0	2.1	0	180	0	1.9	0	177	0	3.1
93	M	131	4	166	3	3.4	2	163	0	3.1	1	167	1	2.8
94	F	124	2	175	0	3.5	4	177	0	3.3	4	159	0	3.9
95	M	120	4	178	0	3.9	4	172	0	3.9	3	168	0	4.0

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
96	M	NA	1	174	0	2.4	2	173	0	2.0	2	173	1	2.8
97	F	111	4	173	0	2.7	2	177	0	2.0	1	176	0	2.9
98	F	NA	2	178	0	2.4	2	178	0	2.1	2	176	0	2.9
99	M	108	0	179	1	2.2	1	179	0	2.8	0	179	1	2.8
100	F	NA	1	176	0	2.7	0	169	2	2.6	1	167	1	2.9
101	F	97	2	177	0	2.9	2	179	0	2.9	1	180	0	2.9
102	F	NA	0	164	8	2.8	0	165	1	1.6	1	149	4	3.1
103	M	NA	1	168	0	2.3	0	168	0	1.9	0	172	5	2.8
104	F	121	3	179	0	3.8	2	179	0	3.6	2	177	0	3.9
105	M	NA	1	164	0	2.0	2	165	0	1.2	3	168	1	2.1
106	M	NA	3	179	0	2.7	2	175	1	2.5	1	176	1	3.0
107	F	NA	0	178	2	3.0	0	173	2	2.9	0	169	1	3.3
108	F	NA	4	171	0	2.1	1	165	0	2.2	0	172	0	2.5
109	F	126	4	179	0	3.7	5	176	0	3.8	3	179	0	3.7
110	M	NA	5	170	0	3.8	7	172	1	3.6	5	172	1	4.0
111	M	102	1	178	0	3.2	1	173	1	2.2	1	173	1	2.6
112	F	101	2	174	0	3.5	5	172	3	3.2	5	160	0	3.3
113	F	111	4	178	0	3.7	5	177	0	3.4	6	174	0	3.6
114	F	125	1	178	0	3.9	3	179	0	3.5	4	176	0	3.4

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
115	M	93	0	179	9	1.4	0	179	0	1.7	0	180	2	1.7
116	F	128	0	157	3	2.6	0	157	2	2.8	1	169	1	2.8
117	M	121	1	170	0	2.0	0	175	0	2.8	0	177	0	3.0
118	F	NA	1	173	1	1.9	1	173	0	1.9	1	169	1	2.7
119	F	127	3	179	0	2.7	3	178	0	1.8	1	173	0	3.5
120	F	109	1	176	0	2.6	2	177	0	3.1	1	172	0	3.3
121	M	NA	2	179	0	2.6	0	180	0	2.9	0	179	0	2.9
122	M	108	0	176	0	2.6	0	178	0	2.1	0	176	3	2.6
123	M	126	0	176	0	2.3	0	177	0	2.5	0	174	1	2.9
124	M	85	0	174	0	1.5	1	176	1	2.4	2	171	0	2.4
125	F	122	5	177	0	3.2	6	174	0	4.0	4	171	0	3.7
126	F	112	4	179	0	3.2	4	176	0	3.5	3	177	0	2.9
127	F	116	2	177	0	2.3	1	175	0	2.6	2	174	0	3.0
128	F	127	3	177	0	3.3	4	176	0	3.4	2	175	0	3.3
129	F	111	2	178	0	3.1	2	179	0	3.3	3	175	0	3.1
130	F	NA	1	167	3	2.1	1	164	1	1.7	0	154	5	2.0
131	F	101	1	179	1	2.4	2	173	2	1.4	2	171	1	1.7
132	M	118	0	168	1	1.5	0	170	1	1.6	1	173	2	2.5
133	F	NA	1	167	0	2.2	1	176	0	2.6	0	175	0	3.3

			TENTH GRADE				ELEVENTH GRADE				TWELFTH GRADE			
STUDENT I. D.	M/F	IQ	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.
134	M	95	0	173	2	3.0	0	131	2	2.0	0	175	4	2.9
135	F	112	0	179	1	3.5	0	161	4	2.2	0	161	9	2.9
136	M	107	1	179	0	2.0	2	180	0	2.0	3	177	0	2.4
137	F	NA	1	178	1	2.6	1	152	1	3.0	0	174	6	2.8
138	F	121	4	167	0	3.1	4	170	0	3.2	2	168	1	2.6
139	M	109	1	180	0	3.9	1	180	0	4.0	1	166	0	3.9
140	F	NA	0	164	0	3.7	0	129	2	2.0	0	168	0	3.6
141	F	NA	1	179	0	2.7	1	178	0	3.1	1	177	1	3.2
142	M	NA	1	180	1	2.3	1	179	1	1.9	3	167	0	1.6
143	F	NA	2	164	1	2.6	1	159	1	2.5	0	167	0	3.2
144	F	NA	2	164	0	1.8	1	168	0	2.3	2	160	0	1.6
145	F	107	2	179	0	2.1	1	177	0	2.3	1	174	0	1.8
146	F	NA	0	169	0	2.8	0	162	0	3.6	0	143	0	2.9
147	F	103	0	169	0	2.0	0	155	0	2.2	1	163	0	3.0
148	M	107	3	174	1	2.5	2	173	2	2.5	2	164	9	2.4
149	F	134	1	178	0	2.2	0	167	2	2.1	0	159	1	2.1
150	M	NA	0	178	0	3.3	0	176	0	3.4	0	170	0	2.7
151	F	NA	0	179	0	1.9	0	174	1	1.6	0	173	1	2.4
152	F	127	0	178	7	2.3	0	165	13	2.2	1	147	3	3.0

			TENTH GRADE				ELEVENTH GRADE				TWELFTH GRADE			
STUDENT I. D.	M/F	IQ	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.
153	F	NA	1	170	0	3.4	0	170	0	3.1	1	158	0	2.6
154	F	104	2	173	0	2.9	1	176	0	2.6	1	175	0	2.9
155	M	94	0	177	1	3.4	0	179	2	3.1	0	168	5	3.2
156	F	NA	0	160	0	2.5	0	138	1	1.6	1	151	0	2.5
157	M	130	1	175	0	3.6	1	178	0	4.0	1	179	0	3.8
158	M	110	0	174	1	3.0	1	168	2	2.6	0	161	7	1.3
159	F	NA	3	170	2	3.2	4	164	0	3.3	5	162	2	2.6
160	F	112	0	177	3	2.3	0	173	1	2.5	1	170	0	3.4
161	M	121	3	175	0	3.7	5	169	1	3.1	5	161	0	3.6
162	M	NA	0	176	1	1.5	0	176	2	1.3	0	176	2	2.1
163	M	116	2	178	0	2.4	2	176	0	2.5	2	178	1	3.1
164	F	NA	4	177	0	1.9	1	169	1	1.0	1	169	1	2.9
165	M	123	0	179	0	3.4	1	176	0	2.7	0	174	0	3.8
166	M	105	1	170	0	2.5	2	175	0	1.4	1	172	0	1.6
167	M	NA	4	173	2	1.9	6	177	2	2.5	3	164	3	2.9
168	M	127	3	180	0	3.0	4	179	0	3.5	5	178	0	3.4
169	F	111	1	179	0	2.3	4	178	2	2.5	2	171	0	3.2
170	M	NA	0	159	0	2.1	0	155	1	1.9	4	165	2	2.3
171	F	107	2	178	0	2.5	3	174	0	1.8	1	173	0	3.1

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
172	M	NA	2	177	1	2.8	1	177	1	3.0	0	175	8	2.9
173	F	NA	6	170	1	3.0	6	169	0	3.3	5	167	1	3.3
174	F	121	2	166	5	2.5	2	157	2	2.9	3	157	1	3.3
175	M	143	2	180	0	3.9	4	179	2	3.9	4	179	0	3.8
176	F	NA	4	172	0	3.3	5	175	0	3.7	4	164	0	3.6
177	M	123	1	170	0	1.7	2	169	0	1.8	1	170	0	2.4
178	F	120	4	179	0	3.1	6	176	0	3.2	5	163	0	3.6
179	M	116	2	179	0	3.7	3	179	0	3.8	2	178	0	4.0
180	M	NA	2	176	0	2.5	2	177	1	2.8	1	174	0	3.0
181	M	NA	2	177	1	2.2	1	171	2	2.1	2	165	2	2.4
182	M	111	0	170	0	1.9	1	174	0	2.1	0	173	1	2.3
183	F	NA	1	149	0	2.3	1	160	0	1.9	0	155	0	3.0
184	F	84	0	174	0	3.3	0	173	1	2.7	0	172	0	1.7
185	F	NA	3	171	0	2.8	2	172	0	2.4	1	162	0	3.0
186	F	116	0	179	0	3.8	0	179	0	3.7	0	177	0	3.9
187	M	127	3	179	0	2.9	3	170	0	3.0	2	172	0	3.1
188	M	117	4	179	0	3.2	4	178	1	3.5	4	161	0	2.9
189	M	123	2	163	0	2.4	1	166	1	3.0	2	157	1	2.9
190	M	NA	1	167	1	2.8	2	166	1	2.9	0	167	0	3.2

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
191	M	124	3	177	0	2.9	5	180	0	3.0	5	170	2	2.9
192	M	89	1	179	0	2.6	1	180	1	2.4	0	178	0	2.6
193	F	101	0	176	1	2.7	0	178	0	3.0	1	177	0	3.4
194	F	145	2	179	0	4.0	4	180	0	4.0	3	180	0	4.0
195	M	97	0	179	0	2.4	0	173	0	2.8	0	169	0	3.0
196	F	97	4	179	0	1.4	3	179	1	1.3	2	178	0	2.3
197	M	NA	2	177	0	3.1	1	174	0	2.6	1	168	0	3.3
198	M	108	1	174	1	1.8	1	177	1	2.5	0	178	0	3.0
199	F	117	1	179	0	3.4	2	179	0	2.8	1	178	0	3.0
200	M	NA	2	176	1	3.1	2	175	0	2.7	1	169	1	3.0
201	F	108	2	173	0	3.0	2	174	2	3.5	3	173	1	3.4
202	F	NA	2	175	3	2.4	4	177	0	2.8	4	175	2	2.9
203	F	121	7	168	0	2.8	4	168	0	3.1	2	160	1	3.3
204	F	118	0	176	0	3.1	1	175	1	2.9	1	175	1	3.0
205	F	102	0	176	3	1.7	0	176	4	1.5	0	172	2	2.6
206	M	90	3	177	0	1.6	3	178	0	2.0	4	175	0	2.8
207	F	121	3	175	2	2.5	1	171	2	1.7	2	173	3	2.4
208	M	NA	3	176	1	1.9	2	179	2	2.3	3	172	3	2.4
209	M	NA	2	169	0	2.1	2	179	0	1.9	1	174	0	2.7

			TENTH GRADE				ELEVENTH GRADE				TWELFTH GRADE			
STUDENT I. D.	M/F	IQ	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.
210	F	134	5	162	0	3.8	6	167	0	3.8	5	165	0	4.0
211	M	NA	2	178	0	2.3	2	178	0	2.8	1	169	2	2.4
212	F	NA	1	177	5	1.6	0	174	7	1.0	0	170	2	2.3
213	F	129	1	172	0	2.7	1	171	0	2.7	1	170	0	3.0
214	M	125	2	171	1	2.9	1	174	0	3.3	0	172	3	2.9
215	M	136	4	179	0	4.0	5	180	0	3.9	4	177	0	3.7
216	F	132	4	172	0	3.1	7	174	0	3.2	5	167	0	3.0
217	F	108	0	161	0	3.3	0	155	0	3.7	0	153	0	3.8
218	M	NA	0	164	3	1.7	0	158	3	1.7	1	147	7	1.9
219	F	NA	2	173	0	3.1	2	174	0	3.2	2	175	0	3.5
220	F	120	2	164	0	2.7	2	171	0	2.9	2	158	0	3.3
221	F	123	2	176	1	3.2	1	178	1	3.0	1	174	0	3.4
222	F	124	2	164	1	3.3	2	164	0	2.0	3	151	0	1.5
223	M	127	1	176	0	3.0	1	178	0	3.4	1	177	0	3.1
224	F	NA	3	173	0	3.3	2	171	0	3.1	1	177	0	3.2
225	F	NA	2	177	0	3.1	3	170	0	3.1	3	173	0	3.7
226	M	NA	1	177	0	2.1	0	174	1	1.5	1	161	0	1.2
227	M	NA	3	176	0	3.7	1	171	0	3.7	1	166	1	3.7
228	F	NA	1	173	0	3.3	4	173	0	3.1	4	173	0	3.2

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
229	F	114	2	175	0	3.3	1	175	0	4.0	1	158	0	3.3
230	M	NA	3	179	0	4.0	6	175	0	4.0	4	169	0	4.0
231	F	NA	2	179	0	2.8	1	178	0	2.6	1	175	0	2.9
232	F	113	2	179	1	2.9	3	175	0	3.0	4	168	2	3.1
233	M	NA	1	177	3	2.4	1	172	1	2.8	1	171	2	2.5
234	F	110	0	164	2	2.0	0	148	1	2.3	1	158	1	2.8
235	M	131	3	171	1	3.9	2	167	0	4.0	2	168	0	4.0
236	F	NA	0	178	0	2.4	0	169	3	1.0	0	172	3	2.9
237	M	114	1	171	0	2.6	1	173	0	3.0	1	159	0	3.0
238	M	129	3	179	0	3.1	4	178	0	2.9	3	179	0	3.5
239	F	NA	2	174	0	3.2	1	174	0	3.4	1	172	0	3.1
240	M	117	2	180	0	2.0	1	175	3	1.8	1	175	0	2.5
241	M	112	0	176	0	2.9	0	175	0	3.1	0	169	0	2.6
242	M	NA	0	173	2	1.4	0	171	4	2.3	0	165	4	1.6
243	M	NA	1	159	0	2.5	1	170	0	3.3	1	157	0	3.3
244	F	104	1	176	1	2.6	1	173	1	2.0	3	172	2	3.4
245	M	NA	0	177	2	2.0	0	170	3	2.2	0	174	6	1.8
246	F	NA	0	169	0	2.9	0	168	3	2.5	0	174	2	2.5
247	F	NA	0	179	0	1.9	0	177	1	1.6	0	176	1	2.3

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
248	F	90	0	176	2	2.1	2	172	1	2.0	3	170	1	3.2
249	M	110	0	165	0	2.8	0	154	0	2.9	0	159	0	3.4
250	F	NA	0	168	0	1.9	0	170	1	2.4	0	167	0	3.1
251	M	116	0	178	0	3.1	0	180	0	3.4	0	176	1	3.4
252	F	130	3	166	0	1.9	1	158	0	1.8	1	169	0	3.0
253	M	NA	3	173	0	2.6	1	172	0	2.4	0	167	0	2.5
254	M	NA	1	175	0	2.6	2	169	6	2.4	2	159	2	1.4
255	M	118	3	173	0	2.7	3	177	0	2.6	4	174	0	3.0
256	M	105	1	176	1	2.3	1	178	0	2.3	1	171	0	2.7
257	F	108	3	171	2	3.1	5	173	1	3.1	3	173	1	3.4
258	M	NA	0	170	1	3.1	1	176	2	3.0	0	177	4	3.1
259	M	131	1	179	2	2.1	1	175	7	3.1	0	161	6	2.9
260	M	NA	0	179	4	2.4	0	176	3	3.0	0	172	2	2.6
261	F	NA	2	176	0	3.4	1	173	0	3.2	1	173	0	3.2
262	M	118	2	173	0	3.3	0	172	1	3.6	0	165	0	3.1
263	F	113	3	179	0	3.7	4	180	0	3.9	3	179	0	3.9
264	F	132	3	169	0	4.0	4	172	0	4.0	4	168	0	4.0
265	F	NA	0	177	1	2.6	3	179	1	2.8	1	173	0	2.6
266	F	NA	4	175	1	3.6	6	178	0	3.7	6	159	0	3.7

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
267	M	NA	0	175	0	2.2	0	169	6	1.6	0	170	0	2.0
268	M	120	1	174	2	1.8	0	175	3	2.2	1	174	5	2.1
269	F	115	3	174	0	3.0	3	176	0	3.3	2	174	0	3.6
270	F	NA	5	178	0	3.4	3	179	0	3.3	3	166	0	3.4
271	F	NA	4	169	0	2.8	1	169	1	2.9	2	169	1	3.4
272	F	NA	3	173	0	2.4	1	179	0	2.6	1	177	0	2.9
273	F	NA	2	177	0	2.9	4	174	6	2.6	1	163	5	3.0
274	F	99	0	161	1	2.0	0	161	1	1.3	1	164	0	2.8
275	F	133	2	177	0	3.7	3	171	0	3.6	3	170	0	3.3
276	F	123	0	179	2	2.7	0	178	1	3.1	1	172	3	3.1
277	F	99	3	166	1	3.1	4	165	1	3.0	3	165	2	3.3
278	F	122	2	171	0	2.2	3	162	3	2.8	2	159	4	2.9
279	F	98	2	170	0	3.0	2	165	0	3.2	2	166	0	3.3
280	F	131	3	176	0	3.9	4	170	0	3.6	4	161	0	3.8
281	M	102	0	120	2	1.5	0	151	1	2.8	1	170	0	3.0
282	M	NA	0	178	0	3.4	1	177	0	3.9	1	174	0	3.6
283	F	NA	1	172	0	1.8	1	173	0	1.5	0	174	0	3.0
284	M	100	0	175	1	2.9	0	173	1	2.5	0	175	2	3.3
285	F	127	5	169	0	2.9	4	161	0	3.2	3	155	0	2.6

STUDENT I. D.	M/F	IQ	TENTH GRADE				ELEVENTH GRADE				TWELFTH GRADE			
			# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.
286	F	NA	1	158	0	1.8	0	152	2	2.8	1	147	1	2.9
287	F	NA	1	177	1	2.1	1	172	0	2.4	1	175	0	3.4
288	F	NA	3	170	0	2.3	0	159	2	1.9	0	164	0	1.5
289	F	NA	2	178	0	1.2	2	180	1	1.3	3	180	0	1.5
290	F	NA	0	171	0	2.3	1	168	0	2.5	1	159	1	2.3
291	F	120	3	169	0	3.5	3	163	0	2.9	1	172	1	3.1
292	M	104	0	178	0	2.1	0	176	0	2.3	0	168	1	2.1
293	F	112	0	178	0	2.0	0	176	0	2.4	0	175	0	2.7
294	M	121	1	154	4	1.5	0	153	4	1.8	1	148	0	2.8
295	F	NA	0	164	1	2.7	2	156	1	1.9	2	160	1	2.4
296	M	103	2	177	0	3.4	3	175	1	3.6	2	177	0	3.2
297	F	110	3	177	0	2.6	2	179	0	2.9	1	175	0	3.4
298	F	147	2	178	0	3.8	3	175	0	4.0	1	178	0	3.8
299	F	111	3	173	0	3.1	4	169	0	2.5	1	164	1	3.0
300	M	109	1	179	0	3.1	1	178	0	3.2	2	174	0	3.1
301	M	98	1	167	6	2.6	1	161	5	2.5	1	156	1	2.3
302	M	NA	1	175	1	2.9	1	178	0	2.9	1	173	1	2.7
303	M	NA	0	178	3	2.0	0	175	4	1.6	0	175	0	2.6
304	F	NA	2	166	0	2.5	2	165	0	2.5	1	169	1	2.4

			TENTH GRADE				ELEVENTH GRADE				TWELFTH GRADE			
STUDENT I. D.	M/F	IQ	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.
305	M	103	3	165	0	1.9	1	173	0	2.3	1	173	2	2.5
306	F	NA	1	170	4	2.2	1	159	0	2.8	1	164	0	2.8
307	F	119	4	180	0	4.0	4	180	0	4.0	2	178	0	4.0
308	M	91	2	175	0	2.8	2	177	0	3.1	1	176	0	3.0
309	M	NA	1	180	0	4.0	0	180	0	4.0	0	178	1	4.0
310	F	110	0	162	3	2.2	0	159	3	2.0	0	154	7	2.0
311	M	129	2	177	0	3.6	0	176	0	3.7	0	176	0	4.0
312	F	123	1	173	0	3.0	0	170	1	3.3	0	165	0	2.9
313	F	107	4	179	0	3.2	4	178	0	3.0	4	180	0	3.0
314	M	NA	0	174	1	2.1	1	178	1	2.4	2	169	2	2.5
315	F	NA	3	176	0	1.3	3	159	1	1.1	1	157	1	2.2
316	F	98	2	176	0	3.7	2	173	0	3.3	3	175	0	3.5
317	M	133	2	180	0	3.7	2	179	1	3.6	0	178	1	3.8
318	F	111	3	176	0	3.4	4	175	0	3.8	3	174	0	3.5
319	F	101	1	177	0	3.0	2	172	0	3.0	2	177	0	3.1
320	F	105	5	176	0	3.6	4	179	0	3.8	2	174	0	3.7
321	M	119	2	176	3	2.9	0	180	0	2.6	2	180	0	3.5
322	M	100	2	180	0	3.2	1	180	0	3.6	1	180	0	3.8
323	M	102	3	180	0	2.1	4	178	3	2.5	4	174	5	3.0

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
324	F	114	4	177	0	2.5	2	172	1	2.8	2	173	0	3.1
325	F	125	2	175	1	3.1	2	173	0	3.2	3	172	3	3.4
326	M	126	2	178	0	3.7	3	179	0	3.7	2	178	0	3.4
327	M	116	3	178	1	1.1	1	180	1	1.8	1	179	0	2.8
328	F	NA	1	174	0	2.5	1	167	0	3.0	0	173	0	2.0
329	F	NA	2	178	1	1.9	1	154	5	1.1	0	168	2	1.6
330	M	NA	1	170	1	2.5	2	178	2	3.7	1	173	5	3.5
331	F	NA	6	176	0	3.3	5	167	1	3.7	4	162	1	2.8
332	M	81	1	176	0	1.9	0	175	1	1.2	0	178	0	1.6
333	F	128	1	173	0	2.8	1	176	0	3.6	1	146	0	3.5
334	M	NA	1	172	2	2.0	0	177	2	2.5	0	172	2	2.3
335	F	120	3	174	0	3.9	4	179	0	3.9	1	178	0	3.6
336	F	107	4	178	0	2.4	3	171	0	2.6	1	166	0	2.9
337	F	NA	1	180	0	2.9	0	176	1	1.3	0	169	1	1.8
338	F	NA	2	164	0	2.9	1	172	0	3.1	0	170	0	3.9
339	M	95	1	175	0	1.6	1	169	4	1.0	0	171	2	1.6
340	M	NA	0	173	0	2.9	2	178	0	3.1	2	173	1	3.6
341	M	106	1	168	0	2.0	1	176	0	3.0	1	180	0	3.1
342	F	NA	4	160	0	3.1	1	169	0	3.1	2	163	0	3.3

STUDENT I. D.	M/F	IQ	TENTH GRADE # OF ACTIVITIES	TENTH GRADE DAYS PRESENT	TENTH GRADE # OF DISCIPLINE REFERRALS	TENTH GRADE G. P. A.	ELEVENTH GRADE # OF ACTIVITIES	ELEVENTH GRADE DAYS PRESENT	ELEVENTH GRADE # OF DISCIPLINE REFERRALS	ELEVENTH GRADE G. P. A.	TWELFTH GRADE # OF ACTIVITIES	TWELFTH GRADE DAYS PRESENT	TWELFTH GRADE # OF DISCIPLINE REFERRALS	TWELFTH GRADE G. P. A.
343	F	NA	1	177	0	3.7	2	167	0	2.6	1	175	0	3.0
344	M	93	0	176	2	1.9	0	172	7	1.5	1	170	3	2.8
345	M	122	3	177	0	2.7	2	177	0	2.8	3	179	1	3.1
346	F	94	1	180	0	2.9	0	149	1	2.5	0	155	1	2.9
347	F	112	0	174	2	2.6	0	178	3	2.9	1	172	2	3.4
348	F	101	0	174	1	2.1	0	173	1	2.7	1	176	0	3.4
349	F	NA	1	174	0	2.8	1	163	0	2.9	1	173	0	2.6
350	M	119	0	173	0	3.5	0	175	2	2.6	0	166	2	3.1
351	F	NA	0	170	0	2.2	1	172	0	2.3	1	171	0	3.3
352	F	NA	3	162	0	3.4	0	162	1	3.3	1	170	0	3.7
353	M	NA	1	179	0	2.8	1	179	0	2.7	1	177	0	3.3
354	M	128	6	177	0	3.1	5	175	0	3.1	4	172	0	3.5
355	M	107	0	171	0	2.3	0	178	0	2.9	0	176	0	2.8
356	F	NA	2	174	1	3.5	2	172	0	3.8	2	172	0	3.8
357	M	107	5	174	0	2.7	3	165	0	2.7	7	163	1	3.4
358	F	127	3	175	0	3.9	4	173	0	3.7	4	165	0	3.8
359	F	NA	0	175	1	2.4	0	180	0	2.6	1	173	0	3.1
360	M	NA	2	169	0	2.1	2	176	0	2.5	4	173	0	2.5
361	F	124	1	148	10	1.3	0	163	8	2.3	1	162	1	3.1

			TENTH GRADE				ELEVENTH GRADE				TWELFTH GRADE			
STUDENT I. D.	M/F	IQ	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.	# OF ACTIVITIES	DAYS PRESENT	# OF DISCIPLINE REFERRALS	G. P. A.
362	F	108	3	178	0	1.4	2	172	0	1.0	2	174	0	1.9
363	F	100	0	168	2	1.7	0	179	1	1.8	0	179	0	2.6
364	M	111	1	179	0	2.9	1	174	0	2.9	0	170	0	3.9
365	F	114	3	179	0	3.5	6	180	0	3.6	2	178	1	3.6
366	M	NA	0	180	0	2.7	0	180	0	2.2	0	177	0	2.3
367	M	129	0	176	0	3.3	0	178	0	3.2	0	168	0	3.0
368	M	102	0	174	0	2.8	2	167	0	2.4	1	172	0	2.6
369	M	105	2	176	0	2.6	1	171	0	2.4	1	169	1	2.6
370	M	NA	2	180	1	1.6	0	177	1	2.4	1	176	0	2.3
371	M	114	1	179	0	3.1	1	178	0	3.0	1	177	1	3.5
372	F	138	4	174	0	3.7	4	174	0	3.8	7	175	0	3.8
373	F	108	2	170	0	2.5	2	174	0	2.6	1	171	0	2.4
374	F	122	3	167	1	2.8	2	155	2	2.7	1	158	2	1.9